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ABSTRACT

This study examines history and social science textbooks used in China to see how the United States is presented in order to make inferences about what Chinese students are learning about the United States. The report also reflects the U.S. examination of Chinese textbooks. As part of the same study, U.S. K-12 textbooks were sent to China. The study analyzed the subjects of geography, elementary school history, junior high school history, senior high school history, senior high school history of social development, and senior high school political economics. It was concluded that the textbooks generally become more ideological as they advanced in grade level; the history of social development and political economics textbooks featured the detailed official view of communist ideology along with a thorough indoctrination in the evils of western capitalism. (DB)

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THE HOOVER INSTITUTION
STANFORD UNIVERSITY
MAY 1991

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The views expressed in this paper are solely those of the author and do not necessarily reflect the views of the staff, officers, or Board of Overseers of the Hoover Institution.

WHAT CHINESE CHILDREN AND YOUTH ARE LEARNING ABOUT THE UNITED STATES

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A Textbook Analysis

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1991

INTRODUCTION

Several years ago while visiting in China I was amazed at the desire of younger Chinese to discover the truth about the United States and to have an opportunity to practice their English. Indeed, a near generation of intellectuals had been destroyed by the fatal Cultural Revolution of 1966-76. Most of these older youth, for example, had to learn English on their own as in previous years Russian had been the required foreign language for those in schools. Wherever I went, clusters of eager young people (and some not so young) gathered about and when we talked of education they indicated that their schooling had been highly propagandistic, narrow, and unsatisfactory in many ways. I was impressed at their openness and with the freedom that they felt to express themselves in public. However, this was a few years before the now disastrous to democracy Tiananmen Square incident, and these youngsters believed that the economic freedoms that were emerging would surely be followed by increased personal and political freedom.

I inquired about their school programs and textbooks, especially those in my field of work — social science and history education. I found out that they had fairly regular exposure to an organization of subject matter that we would look upon as social studies offerings. They did not use that term, the program being more nearly focused upon citizenship education, but "Chinese style."

In elementary schools (they use the term primary) social education and citizenship lessons are found each year that include aspects of history, geography, and moral education; but all are developed around a dominant political science emphasis and are heavily laced with Party dogma. The history included in these early years focuses primarily upon developments over the centuries in China.

Geography is taught as a separate subject in the last year of the elementary school (grade 5 or 6, depending upon the city or province), in the first

and second years of the junior secondary school, and in the first year of the senior high school. Typically such courses are offered but two or three days a week.

The history curriculum is divided into Chinese and world history. Chinese history courses are taught in the second and third years of the junior secondary school; world history is taught in the first year of the senior high school. Again, often classes do not meet each day of the week.

Politics or government, in one form or another, is a required subject every year from the first grade right on through the high school years and into the university curriculum. In these courses politics are frequently intertwined with history and economics. In the elementary school such civics lessons tend to focus upon the Five Loves: love of motherland, love of people, love of labor, love of science, and love of socialism, including two encompassing areas of the four Beauties or Decencies and the five Stresses. Included are such qualities as polite language, good behavior, protection of the environment, discipline, hygiene, and morals.[1]

Textbooks are developed in governmental offices and published frequently at the provincial level, but in all cases following strictly the National Curriculum Outline. It is not the purpose of this study to describe the somewhat intricate curriculum development process, including first draft procedures in Beijing, contributions from provincial educational bureaus, a variety of

1. For those interested in details on schooling — structure, administration, curriculum, etc. — many publications are available. The following first reference illustrates elements related particularly to the social studies: J. L. Tucker and M. E. Gilliom, "Education in China Today: Social and Moral Preparation for the year 2000," SOCIAL EDUCATION, May, 1984, pp. 312-323; A NATION AT SCHOOL, China Today, #5, Su Wenming, ed., Beijing: Beijing Review publs., 1983, 143 pages; Zhixin Su, "People's Education in the People's Republic of China," PHI DELTA KAPPAN, April, 1989, pp. 615-618. CHINESE EDUCATION, a journal of translations, printed by M. E. Sharpe, Armonk, N.Y., from time to time publishes unabridged translations in English of Chinese documents and journals. Issued quarterly, the journal has carried full translations of various Chinese texts. Persons desiring complete translations may write to the publisher for a list of which Chinese texts in past editions are available in English.

feedback provisions extending from interested citizens and groups to governmental officials of different ministries. Eventually a centralized Curriculum Outline is determined by the Office of Education in Beijing and subsequently uniform texts are written in-house in accord with the national Curriculum Outline.

I was familiar with several other cross-national textbook studies available at that time, including especially a recent comprehensive two-nation study of Soviet and American history and social science textbooks.[2] In this case specialists in each nation examined the school books of each other's country to suggest errors, misinterpretations, gaps, and emphases that were questionable in the minds of the historians, social scientists, and educators of the other nation. Interesting revelations, suggestions, and even charges and counter-charges evolved and a final report agreeable to all concerned on each side could not be reached. I decided to try and establish such a project with Chinese educators.

I approached the Dean at Beijing Normal University with a proposal to exchange sets of one another's texts in the area of history and the social studies and to then jointly develop details of a project similar to the foregoing one carried out by Americans and their Russian counterparts. Eventually books were exchanged. The Chinese received three representative sets of American texts, grades K-12; we were to be sent a set of the official Chinese texts. We, at Stanford University's School of Education, did not receive two of the basic senior high school Chinese texts. We found out that these were volumes strongly reflecting the anti-American and anti-capitalistic views of

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2. See the US/USSR TEXTBOOK STUDY PROJECT sponsored by the American Association for the Advancement of Slavic Studies, the Association of American Publishers, the Council of Chief State School Officers, the National Council for the Social Studies, and the USSR Ministry of Education, Interim Report, June, 1981, 177 pages, mimeographed.

the then recent years and that they did not represent the emerging conditions of change and openness that seemed to be ahead in China after 1984-85. In 1985 an Educational Reform Act was enacted and, appropriately, improved books were promised to be available at all levels by 1990. The books we needed, we were told, had been rewritten as experimental volumes and were undergoing pilot testing in a number of schools. Could we wait for the revised editions?

I preferred not to so postpone our examination. I had no hint of the coming tragedy in Tiananmen Square and the following governmental clamp-down on reforms and democratic freedoms. There was no indication that the national exuberance in pushing China toward the dreamed-of achievements for the year 2000 would soon be extinguished, for the most part, or that we would never find the new, reform-oriented, pilot editions' ever receiving approval in Beijing. Indeed, at that point I was concerned that before we finished, much of our work might be out of date as some of the lower school texts then in use had printing dates in the early 1980's.

Subsequently the officials at Beijing Normal University withdrew from the research program, but through private channels we were able to purchase the books we still needed. The state textbooks are sold to pupils in their schools and we found teachers who were able to supply us. The unhappy events of the last two years lead us to believe that the texts we have examined remain essentially the same as the present printings which we understand do not reflect the progressive developments of the previous 1980's.

These Chinese textbooks are paperbacks, approximately 7 inches by 5 inches in size, and are printed on a poor grade of paper. They include some tables and charts and a few maps and pictures or drawings — all without color.

The specific volumes we analyzed include:

Geography (Elementary) Volume I - June 1981
Volume II - January 1982

Chinese Geography (Junior High) Volume I - June 1983
Volume II - January 1984

World Geography (Junior High) Volume I - June 1979
Volume II - January 1980

History (Elementary) Volume I - April 1982
Volume II - September 1982

Chinese History (Junior High) Volume I - June 1983
Volume II - January 1983

Chinese History (Junior High) Volume III - March 1982
Volume IV - January 1983

World History (Senior High) Volume I - June 1984
Volume II - November 1982

History of Social Development (Senior High) December 1985

Political Economics (Senior High) April 1986

Our research process involved, first of all, three translators: Dr. George H. Chang and Ms. Cai J. Bao, then advanced degree students at Stanford University, and Professor P. H. Huang of the National Chengchi University at Taipei, Taiwan, a visiting scholar at Stanford's School of Education. Initially Dr. Chang read all of the books and in each one identified the paragraphs and pages treating the United States. Ms. Bao and Professor Huang then translated all these references into English. Dr. Chang then reviewed each of the manuscripts, carefully checking them against the Chinese wording to assure accuracy of translations.

The translations are as exact as possible, with some adjustments in sentence structure and grammar to clarify them in English. We have made no corrections in the quoted material herein and I have included very limited comments on the textual statements. We have tried to allow the books to speak for themselves. Readers wishing to check on the degree of accuracy will have to use other sources or confer with experts on the particular topics with

which they are concerned. Unfortunately very few of the facts and figures found throughout these volumes are substantiated by reference citations or footnotes.

I do admit to reacting to some of the content in light of my own background and knowledge about the matter being treated. The degree of my objectivity in such statements will have to rest with the reader's opinion and other available information. I am indebted to the support from the Hanna Collection of the Hoover Institution at Stanford University and particularly to the careful and thorough work of my excellent translators. This project would not have been possible without their dedication.

As author and editor, I stand responsible for the detailed selections, interpretations, summaries, and reactions extant in this publication. We are pleased to make this material available as we believe it is the first analysis of this specific nature devoted to this particular topic in English.

GEOGRAPHY TEXTS

We first examined the elementary and junior high level geography texts. We were somewhat surprised to find little ideological orientations in these volumes. Many aspects of geography, especially with a human geography emphasis, provide multiple opportunities for comments, explanations, and interpretations which can serve national political ends.

The elementary school text had practically no such content. Even where propaganda opportunities exist, the book remains quite factual. In discussing the different human races and their habitats, for example, the text says, "There are some black people in America. They are descendants of the black people in Africa who were sold there by the colonialists." (1, p. 75) One might differ over the use of the term 'colonialists;' but we found no other negative or erroneous elements in the treatment of the United States in the entire volume. For learners at this age level, statements were simple, factual, and clear.

The junior high level text did take the opportunity to score the United States on several points; but it also contained a number of certainly objective or positive statements. Many pages in this volume are devoted to the geographical aspects of American life. There follow two examples of typical treatment. On the economy, it states:

> "The United States is a highly developed capitalist country. Its modern industries are flourishing. Its iron and steel industry, auto industry, space industry, aircraft industry, oil industry, electronics industry and chemical industry rank at the top in the world. Since World War II, its gross output value of industry ranks first in the capitalist countries.
>
> Its agriculture has developed into the stage of modern capitalist agriculture, which is highly mechanized. Modern science and technology have been widely applied to agriculture. Overproduction of farm products makes it more and more dependent on the world market. Gross output value of agriculture also ranks first in the capitalist countries. Its main agricultural products include wheat, soybean, corn, cotton and tobacco. Range live stock hold an important position in agriculture." (2, pp. 77-84)

Even in discussing New York City, the text explains: "There are skyscrapers standing like a forest, as well as a congested area where the black people live. Wall Street in downtown New York is the area where exchanges, banks and insurance corporations are located." (3, p. 84) Here an opportunity to digress into the 'evils' of our social conditions in large urban areas and of our economic system is not capitalized upon. Even the chapter review queries and exercises are purely factual.

We did find several questionable statements such as claiming that Los Angeles has the largest harbor in the West. It is not clear if the book refers to amount of tonnage or to size. Depending upon the definition of the term 'region,' one might question the statement that there are only two nations and two regions in North America. Although some figures concerning production, for example, or similar textual statements listing or ranking items are now outdated, they seem to be usually correct for the year in which this text was written. We found no outright errors in the extensive factual treatment of United States geography in this book.

Nevertheless we did encounter a number of negative and questionable statements and intimations throughout the text. Youngsters at these age levels need to be prepared to accept Communist Party views. The following are the main examples of such a slant in studying about the United States.

On the United States as a major purchaser of Middle Eastern oil, the text states:

> "Because of its important geographical position and rich oil resources, West Asia has recently become the focus of contention between the two super powers — the United States and Soviet Union.
>
> The abundant oil resources are the precious treasure of the West Asian people. Over a long period of time, taking advantage of local cheap labor, the imperialist oil monopoly capitalist excessively extracts, plunders and makes great profits in West Asian oil." (4, p. 61)

(Note in the foregoing that our Middle East is correctly their West Asia!)

Next, concerning the foreign occupation of islands in the Pacific Ocean, the reader is informed that:

> "Since the Sixteenth Century, the whole region of the Oceania and the islands in the Pacific Ocean were divided by and turned into colonies of the imperialist countries. It was not until the Twentieth Century that this situation started to change. The countries which have gained their independence are Australia, Fiji, Papua New Guinea, Solomon Islands and Tuvalu. The rest of the islands are still occupied by the United States, England, France and other countries." (5, p. 70)

The text, in treating Asia, very briefly covers United States relationships with Japan and Korea. It points out that Japan was "propped up" by the United States after World War II and that quickly Japan recovered and expanded its economic strength. It subsequently states that "Before liberation, North Korea's economic lifelines were controlled by the Japanese imperialists. After liberation, North Korea was invaded by the U.S. imperialists and was seriously damaged during the Korean War." (6, pp. 20-24)

The textual treatment of Latin America is very interesting. It refers to U.S. 'colonies' in Latin America, stating that out of 43 countries, 29 are now independent, the rest being under control of the United States and several European countries. (7, p. 86) Concerning Panama and the Canal Zone, the reader learns that "It was occupied by the United States. In order to gain sovereignty of the Panama Canal Zone, the Panama people waged a long and unremitting struggle. In the end the United States was forced to sign a new treaty concerning the Canal." (8, p. 101)

The Soviet Union and the United States are mentioned frequently. While we did not examine specifically in all cases the treatment of the Soviet Union, it often seemed to be handled in a relatively neutral manner. Geographic and statistical comparisons between the two super powers are often drawn; but they tend to stand by themselves without commentary. For example, in the discussion

of the Arctic region the text states that since the eve of World War II the U.S.S.R. and the U.S. have increased their activities in the area and built military bases along the coast of the Arctic Ocean; but no mention is made of any threat of such installations to peace or to China.

When one considers the numerous opportunities to charge the United States and other capitalist countries for their dominant control of many of the earth's resources, their exploitation and massive production, the Chinese geography texts are largely objective. Indeed, a western reader may be pleased at the failure of the Chinese authorities to attempt to assure a more negative view of the powerful developed nations.

HISTORY TEXTS - ELEMENTARY LEVEL

The United States is given no attention in the first primary school history textbook. (The Chinese use the term Primary for the years which we normally list as Elementary. In China, depending on the area, this includes either a five-year or a six-year system. About fifty per cent of these schools, primarily in urban areas, operate under the six-year system.) America is only mentioned in this first book in relation to its discovery by Columbus.

Volume II, however, does treat on the United States in a number of instances. Initially the successful colonization by England is credited with establishing the "capitalist economy" in North America. The events leading to the American Revolution, its conduct and conclusion, are handled in a simple and objective fashion. In describing the War, the bravery and courage of the soldiers of the revolutionary Continental Army in defeating the great British Empire are highlighted. The leaders of the American Revolution, however, are identified as "capitalist." There is no indication of the importance of the Declaration of Independence and of the influence of the success of the revolutionary struggle in subsequent developments in world history.

A Chinese child who only completes the five or six years of elementary education gains but a minimum knowledge of the United States. They will know the names of several heroes such as Washington and Lincoln or inventors such as Fulton and Edison; but their history books present very limited information on the United States. One reason, of course, is the short span of United States history in relation to that of China and the world. Another factor in this lack of knowledge is revealed by World Bank figures that in 1985 estimated that approximately thirty-five per cent of these children have no further formal education.[1]

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1. The World Bank also estimated that only twenty-one per cent of the junior school graduates go on to senior secondary school and that but less than five per cent of the relevant age group are eventually enrolled in some form of higher education. See The World Bank, "China: Issue and Prospects in Education," Annex 1 to China: Long-Term Development Issues and Options, (Washington, D.C.: The World Bank, 1985), p. 74.

Information about the United States in elementary school history books is supplemented by that offered in geography and language texts. While we did not examine language texts, Dr. Mae Chu-Chang did so as part of an intensive study of Chinese textbooks published in 1986.[2] She found little reference to the United States in the primary school language texts. In secondary school, however, these volumes give more attention to the United States. She found much of this to be neutral but less flattering examples were found related to slave labor and a translation from Uncle Tom's Cabin, relating the gory torturing of a slave to death. Negative stories also relate to the United States "collusion" with Chiang Kai-chek and to our participation in the Korean War.

The second volume of elementary school history discusses the role of the United States in the opening of Japan to western trade, stating:

> "In the mid-19th Century, American war ships sailed to Japan. Japan was forced to sign an unequal treaty with the United States. According to the stipulation of the treaty, Japan opened a series of treaty ports to the United States and lost its tariff autonomy." (2, p. 26)

More revealing of official Chinese attitudes is the coverage of the Boxer Uprising of 1900. The Boxer Rebellion is portrayed as a patriotic movement causing "great uneasiness" among western imperialist countries, leading them to organize an eight-nation invasion force of two thousand soldiers. The Allied forces of England, Russia, Japan, France, Germany, Italy, Austria, and the United States are described as suffering a great defeat with the victory of the Boxer followers at the battle of Lang Fong. Nothing is mentioned about the end of the Boxer rising and the role of the United States in proclaiming the Open Door doctrine by John Hay that preserved the integrity of China. The main emphasis of this content highlights the big victory at Lang Fong that is said to reveal the undaunted fighting spirit of the Chinese people for revolution against oppressors.

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2. Mae Chu-Chang, COVERAGE OF THE UNITED STATES IN CHINESE TEXTBOOKS. McLean, Virginia: Institute for International Research, Inc., August, 1986, mimeographed. This report was funded by the Office of Research of the U.S. Information Agency. It reaches 56 pages including appendices. The author, using the Holsti method of content analysis for social science materials, developed themes for rating textbook statements as to being positive, neutral, or negative. We are pleased that her findings and conclusions tend to parallel and validate ours.

Attention to the United States returns in these texts with the detailing of Sun Yat-sen and the Revolution of 1911-12 which overthrew the old Manchu regime. His education in the United States and in Hong Kong is credited in helping form his democratic ideology. The text reports that the corruption of the Quing government and the great inequalities among the Chinese people ultimately led him to determine to transform and develop China and that he organized an initial revolutionary group in Honolulu. However, it is pointed out that the autocratic monarchy was supported by the foreign imperialists and that the American advisor to Yuan Shi-kai, Frank Goodnow "published an article stating that China was only worthy of a monarchy as the Chinese were people of low ability." (2, p. 45)

Later, in the coverage of World War I, the United States was listed with the other imperialist countries in recounting the conflicts over their quest for more colonies.

> "At the beginning of World War I, the United States imperialists remained neutral officially. The United States sold arms and food to the belligerent countries. It loaned a large sum of money to the Entente countries, and gained great profits. In April 1917, seeing that both sides of the belligerent countries were exhausted, the United States perceived that its opportunity to achieve hegemony had come. It joined the Entente countries and entered the war." (2, p. 48)

In connection with the ending of World War I, American forces and vital supplies are not credited. Nothing is mentioned about the United States' role in the Paris peace conference or of President Wilson's peace plan. The book goes on:

> "After World War I, the United States, England, France, Japan, and other imperialist countries held a so-called "Peace Conference" in Paris in January 1919. It was a booty-sharing conference where the imperialist countries tried to divide the colonies among themselves. The Chinese government also sent a representative to the Peace Conference and demanded that the German prerogative in Shangtung province be given back to China, and that the '21 Treaty' be abolished. Controlled by the United States, England, and other imperialist countries, the Conference ruled that Japan was to take over the prerogative of Germany in Shangtung province. When the news reached China, the rage which had accumulated in the hearts of the Chinese people for a long time burst out as a volcano bursting into eruption." (2, pp. 52-53)

At the end of this lesson the text concludes:

> "World War I weakened the grip of imperialism over the world, and the Russian people established the first Socialist state of the world." (2, p. 53)

The United States' involvement in World War II is explained by the surprise attack upon Pearl Harbor by the Japanese. The book explains:

> "As the war expanded, England and the United States perceived that only if they could coordinate with the Soviet Union could they defeat the Fascist invasion and free themselves of the Fascist threat. So they formed an anti-fascist alliance with the Soviet Union." (2, p. 80)

The remainder of the conflict is treated factually, culminating with the Normandy Invasion and the subsequent European victories, followed by the American counter attacks on Japanese forces in the Pacific islands. The end of World War II in the Pacific theatre is explained as follows:

> "On the eighth day of August, 1945, the Soviet Union declared war on Japan. At the same time, Anti-Japanese forces in China launched an all-out offensive. Being driven to the wall, the Japanese Fascists accepted the terms of unconditional surrender on September 2. Thus ended World War II." (2, p. 81)

Missing from this version is a description of the role of the United States in the invention and delivery of the atomic bombs that ended the war.

In its final reference to the United States in this text as an introduction to the conflict between the Communists and the Nationalists in the Chinese Civil War, the book explains:

> "After the victory of the Resistance War against Japan, the KMT representing the capitalist interests in China colluded with the United States imperialists and seized the fruits of the victory of the Resistance War." (2, p. 82)

JUNIOR HIGH HISTORY TEXTS

The third and fourth volumes of the Chinese history texts give considerably more attention to the United States than the elementary texts. Treatment of the United States in volumes one and two is naturally very limited because the United States was not in existence during most of the earlier eras covered in the initial books.

In volume three the United States is cited in the early 19th Century as a booming world capitalist country. It accuses the United States of following the British practice of smuggling opium into China and, in 1839, of interfering with the execution of opium dealers in Canton. (3, p. 4)

The following accounts are worded to reflect the presentation and emphases of this Chinese text. The United States cooperated with Britain in resisting the movement to ban opium in Canton and finally, owing to the joint struggle of the Chinese people and army, British and American merchants were forced to surrender 115,000 kilos of opium. (However, the first Opium War of this period ended in Chinese defeat.) Again, following treaty rights won by the British at this time, U.S. invaders forced the Chinese government to sign the Wang-Shiah Treaty (in Macao) in 1844. This expanded the jurisdiction of the American Consulate. "When a law suit was brought against an American or other foreigners in China it would have been under interrogation of the American Consulate — the Chinese official had no right to interfere." (3, pp. 14-15)

Subsequently the United States, Britain, France, and Russia continued to intensify their invasions so as to further occupy Chinese markets and to acquire more rights and benefits. In 1844 these actions were enlarged when the foreign governments demanded amendments to their treaties which included a further opening of territories and legalization of the opium trade. The Qing (Ching or Manchu) government did not respond. The United States, for example, was to protect, according to the Treaty, the Qing government from the Taiping Heavenly

Kingdom revolutionaries; but the Chinese government feared that such arrangements would only lead to further occupation.

The Chinese also resisted Russian demands for new borders and in 1857 Russian representatives met with British, French, and Americans in Hong Kong where they colluded in plotting a war against China, leading to an invasion in April, 1858. In June the defeated Chinese were forced to sign the Tian-jin Treaty. (3, pp. 24-28)

The book next accounts the actions of an American, F. T. Ward, who was hired by "foreign aggressors, bureaucrats, landlords, and compradors" in Shanghai to command "Western-armed forces" in cooperation with Qing troops against the Taiping forces. In 1862 the Taiping troops defeated the Western-armed forces and Ward was killed. (3, pp. 34-36) (The Taiping raided freely in China until 1865 when the western "Ever-Victorious" army led by the British General Gordon in cooperation with loyalist Manchu forces finally defeated them.)

The 1860's found western traders and businessmen establishing treaty ports which allowed foreigners to establish docks, to reside in certain places, and to develop their own foreign controlled city areas, as well as to introduce western manufacturing. After 1862 the Americans followed the British in establishing silk reeling factories. The American Zi Zang factory in Shanghai, by the 1880's, was employing over 1,000 Chinese men and women workers who became "the first industrial proletarian class in China." (3, p. 50)

Meanwhile the world capitalist countries had become imperialists and, now joined by Japan, "frantically invaded" China's borders. For example:

> "After the Opium War, the United States showed its aggressive ambition in Taiwan. In 1854, the American commander of Orient Sea fleet sent a group of people to prospect mines in Taiwan. He suggested that the American government occupy Taiwan and build an American navy base in the Far East. In 1867, an American ship struck a reef and sank near Taiwan. The United

States invented an excuse that the American sailors were killed in Taiwan and sent its army to Taiwan. The troops landed in Lang Jiao, southern Taiwan. The Taiwanese people rose against the enemy. They killed the commander of the aggressor troops, and defeated the enemy.
In May 1874, Japanese aggressive troops landed in Lang Jiao. Britain, the United States, and France acted as mediators. The Japanese government extorted 500,000 liang (1L=50 grams) of silver from the Qing government as a condition to withdraw its troops from Taiwan." (3, pp. 52-53)

In 1894 the Japanese invaded Korea which for centuries had been under the protection of its "elder brother" China. The Qing government expected help from western forces but the Sino-Japanese War led to a serious defeat and the rapid decline of Manchu power in China.

Following a description of how the Japanese fleet fooled the Chinese fleet by having twelve warships fly American flags before attacking, the book explains how later in the campaign American advisers and some cowardly generals urged the Chinese commander to surrender. Ding Ru Zhang refused. He "would rather die than surrender. He committed suicide for the country. The scums of the Chinese nation let the American advisers write the surrender letter in the name of Ding Ru Zhang and surrendered to the Japanese aggressor troops." (3, pp. 66-67)

Following the War the New York City Bank and other foreign banks were established in China. The banks "issued paper money, notes, absorbed deposits, engaged in remittance and granted usurious loans. They controlled the foreign loans of the Qing government, scrambling for the investment in China's railways and mines. They became the major instrument of imperialist countries to export their capital to China." (3, p. 71) Meanwhile American businessmen established cotton and grain mills and employed Chinese labor and used natural resources to produce commercial goods. "They directly exploited the Chinese people and hindered the development of Chinese capitalism." (3, p. 72)

At this point the Boxer Rebellion and the Open Door Policy of the West (1899-1901) are treated in several pages of narration. The U.S. policy is construed as a means of further expanding American imperialism in China. The portion dealing directly with U.S. involvement explains:

> "In 1899, The United States presented a note of "Open Door" policy to England, Russia, Germany, Japan, Italy and France.
> In the note, the United States recognized their sphere of influence in China as well as their privileges acquired from the Qing government.
> The note demanded that the United States share equal trading opportunities and concession in their sphere of influence. Furthermore, they demanded that China open its territory for the imperialist countries to invest. As its invading power in China had begun to weaken, Britain was the first to support the American "Open Door" policy. It was followed by other countries. From then on, the United States' invading power in China began to expand." (3, pp. 75-76)

The text now explains the Boxer Movement with its main target of attack being the imperialist countries. Joint forces of Britain, Russia, Japan, France, Germany, the United States, Italy, and Austria responded with a force of 2,000 soldiers in June, 1900. Following the military action in September, 1901, the Qing government signed the Boxer Protocol with the eight powers; this was a treaty of "national betrayal and humiliation." (3, p. 92)

Following brief mention of the American mediation to end the Russo-Japanese War in 1905, the text turns to an extensive treatment of Sun Yat Sen and the eventual nationalist revolution which finally in 1912 toppled the nearly three-century long rule of the Manchu dynasty.

The book traces Sun Yat Sen's experiences in Hawaii where he came to know "capitalist social and political science" and where, in 1895, supported by overseas Chinese societies, he founded the Revive China Society (Hsing-Zhang Hui), "the first capitalist revolutionary society." (3, p. 98a) Following the failure of a revolt sponsored in Canton, Sun Yat Sen spent further exile time in the United

States, Japan, and Britain. By 1906 thousands of Chinese students were studying in Japan and the West. "Many progressive students embraced the idea of capitalist revolution. They worked in concert with the revolutionary forces in China, hoping that China would take the path of capitalist revolution." (3, p. 99a)

The American Anglican Church is credited with setting up a revolutionary organization, the Daily Learning Society, which established reading rooms. At the same time the Qing government sent some of its officials abroad, including the United States, to study foreign politics. During this period Sun Yat Sen went to Europe and returned to the United States to raise funds from overseas Chinese to provision and pay revolutionary soldiers.

In 1911 the Qing government acted to nationalize China's railways and contracted a loan from a western banking group, including American firms. Shortly after that the Wu Zhang uprising broke out.

> "Britain, the United States, Japan, France, Germany, and other imperialist countries were panic-stricken. They feared that the downfall of the Qing government would threaten their control over China. They deceitfully declared that the Wu Zhang uprising was rebellion. They sent their warships to the middle reaches of Yang-Tze River to menace the revolutionaries. As the revolutionary situation developed rapidly, the imperialist countries were forced to claim 'neutralization.' Under the name of 'neutralization' they ordered their tariff collectors in Chang Sha, Han Gou, Shanghai, Canton and other cities to withhold the tariff and hand it to the Qing government. In this way they intended to smother the revolution economically. The Bank Group of Four (Britain, Germany, France, and the United States) granted a loan of more than 3 million Liang of silver (1 Liang=50 grams of silver) to the Qing government. At the same time, seeing that the Qing government could no longer hold out, they began to look for someone inside the ruling class as their tool. Soon Yuan-Shi Kai was chosen. They claimed that without Yuan-Shi Kai the messy situation in China could not be cleared up. They demanded the Qing government to reinstate Yuan." (3, p. 116)

Yuan came to Peking to assume office backed financially by the Bank Group of Four but he had little local support and was very isolated. Understanding this condition, Japan, Britain, and the United States and other foreign countries withdrew their support. In these years the Manchu hold in China was loosened and warlords

kept close ties with Britain and the United States.

Again I paraphrase. After World War I broke out, Japan, anxious to gain control of China's politics, military, and economy, granted a loan to the Duan administration. It prompted the Chinese government to declare war on Germany; but the United States, fearing growing Japanese influence, backed Chinese leaders opposed to entering the war. At that time the United States entered the war and since its strength was pinned down in Europe, the United States reached a compromise with Japan concerning their interest in China. In November, 1917 the American Secretary of State Lansing and Japan's representative signed an agreement in which the United States recognized Japan's "special interests" in China and Japan in turn supported the American "Open Door policy in China." "This was an agreement made between the United States and Japan to rob China." (3, p. 131)

Japanese and American investments in China increased materially and by 1919 this changed the relative strength of imperialist countries in China. "Britain, Japan, and the United States became the three major aggressor nations against China." (3, p. 135)

The next part of the book treats Chinese and some foreigners who made contributions to cultural and economic developments in China. Mentioned, for example, is Wei Yuan who in the mid-19th Century wrote a history and geography of Southeast Asia, Europe, and the United States so as to "learn the strong points of foreign countries in order to control those countries." Cited earlier are Chinese revolutionaries who translated books on the American War for Independence. Chan Tien-Yu is cited as one of the first group of young children sent to study in the United States in 1873. Later he was admitted to Yale University, studying civil engineering. He returned to China to become an engineer in China's Railway Company. The Wright brothers are credited with

inventing the first airplane in 1903. This is followed by a statement that Feng Ju in a self-designed plane won an international aircraft competition in the United States in 1910. This material concludes Volume Three of the Junior High series.

Volume IV begins with a discussion of the results of World War I and the Versailles Treaty.

> "In order to rob the vanquished nations by dividing their colonies, as well as to oppose the revolutionary movement of the oppressed proletariat and their liberation movement, Britain, France, the United States, Japan, Italy and other imperialist countries held a so-called "peace conference" in Paris in January 1919.
> As Northern Warlords government joined Britain and the United States and entered the war, China was regarded as one of the victorious nations. It also sent its representatives to attend the 'Paris Peace Conference.' During the conference, China's representatives demanded that all the privileges of the imperialist countries in China be abolished. They also insisted that 'the 21 pact,' signed by the Japanese imperialist and the Yuan Shi-Kai administration where all rights acquired by Japan in Shangtung Province from the hands of Germany during the war be returned to China. But the conference being controlled by Britain, France, the United States, China's just demands were rejected. They went so far as to allow Germany's privileges in Shangtung to be transferred to Japan." (4, p. 2)

The book now explains that the Nationalists in South China cooperated with the Communist Party in establishing a revolutionary United Front. The Front became entangled with warlords in northern China supported by the imperialist countries in warfare for power. It points out that the central government in Peking since 1920 had been in the control of warlords supported by the United States and Britain. (Here and at numerous other sections in this volume the detailed history of China and the growing conflict between Chiang Kai Shek and the revolutionaries, as well as with Japan, for control of the nation are often covered without specific mention of the United States. From this point on, the nationalists are referred to by the initials KMT representing the Kuomintang party and forces.)

Eventually Chiang Kai Shek sought support from Britain and the United States. He met with a U.S. representative in 1927 and gaining support by

"imperialist countries and comprador bourgeoisie, Chiang Kai Shek was more determined than ever before to counter the revolution." (4, p. 44)

The text next explains how British and American warships on the Pearl River helped the KMT army quell the Communist-led revolt in Canton in December, 1927. The text now reports:

> "While the Chinese people actively participated in the anti Japanese movement, Chiang Kai Shek insisted on his reactionary policy of 'stabilizing the nation first, and resisting foreign invasion second.' He borrowed $12 million from the United States for military expenditures. He launched the fourth encirclement and suppression against the Communist bases in Kiangai province, with himself as general commander." (4, p. 73)

I paraphrase further treatment of the Japanese attack on China, the intent to capture Shanghai and Nanking, and to force the KMT government to surrender. This directly threatened Chiang Kai Shek's clique's powers, as well as the U.S. interest in China. Under these circumstances, the KMT government eventually declared war against Japan. However, "the pro-U.S. and Britain Chiang clique within the KMT continued its policy of 'passively resisting Japan and vigorously suppressing the Communists.' While trying to dissolve, prevent, restrict and oppose the Communists, the Chiang clique conspired capitulation with the Japanese invaders." (4, p. 105) The American Communist Party did send a medical team to help in the Communist controlled region of China.

The Japanese attack on Pearl Harbor of December 7, 1941 is mentioned in a footnote. Subsequently the United States imperialists are charged with helping the KMT in 1943 to establish a secret service called the "U.S.-China Co-operative Service of Special Technique." A speech by Mao Tze-Tung entitled "On United Government" is mentioned in which he pointed out that U.S. imperialists and the KMT tried to prevent China from becoming an independent, free, democratic, united, wealthy and powerful country. (4, p. 126)

The United States is now charged with hoping to make China one of its colonies and with vigorously supporting the KMT in a new civil war. Upon Chiang's demand, U.S. imperialists sent 110,000 aggressor troops to invade

key Chinese cities and they assisted the KMT by capturing strategic places and main communication arteries. U.S. aircraft and ships prepared to help the KMT for attacks against the "liberated areas" of China. In 1945 representatives from all areas protested against the civil war and U.S. armed interference in China's domestic affairs. In late November, 30,000 students went on strike. They demanded that the KMT stop the civil war and that the United States withdraw its aggressor troops from China.

> "With U.S. support, the KMT reactionaries deployed for civil war. From 1945, the year the War of Resistance Against Japan ended to June 1946, the United States helped equip 14 divisions of KMT troops and train 150,000 military personnel from KMT army, navy, airforce, secret service and traffic police. It helped ship 150,000 KMT soldiers to attack the fronts of the liberated areas. The U.S. imperialists provided weapons and military supplies for Chiang Kai Shek. With U.S. support, KMT reactionaries violated the resolution of the Chinese People's Political Consultative Conference, and waged attacks on the liberated areas." (4, p. 137)

The War of Liberation broke out in July, 1946 and the KMT was in an advantageous position militarily and economically due to financial aid provided by the American imperialists; but these advantages worked only temporarily.

> "In November, 1946, KMT signed the 'U.S.-China Friendship Treaty of Trade and Navigation' with the United States. According to the Treaty, the American fleet could sail freely on China's territorial waters. Americans could purchase land, houses and other property in China, as well as engage in manufacturing, business, finance, mining, science, education and religion. The amount of taxes the United States paid for goods exported to China was the same as what the Chinese manufacturers paid for goods produced in China. After that, the KMT and the United States signed the 'U.S.-China Aviation Treaty,' the 'Qingdao Naval Base Secret Treaty' and other treaties of national betrayal and humiliation. Thus the KMT surrendered China's sovereign rights to the United States, which included China's rights of land and waters, of economy and military, as well as of politics and culture. American invaders rode rough-shod over Chinese people as their conquerors. They beat the Chinese people and insulted Chinese women. KMT controlled areas had in fact become a U.S. colony." (4, p. 142)

Further charges against the United States include the report of an American soldier raping a Chinese student in Peking. "This incident aroused public

indignation. 500,000 students from all over China went on strike to protest against the U.S. army's savage act. They demanded that the U.S. withdraw its army from China. They opposed U.S. interference with China's domestic affairs and the 'U.S.-China Friendship Treaty of Trade and Navigation.'" (4, p. 144)

The volume concludes with charges against the United States and the KMT for colluding, once the War of Resistance was won against Japan, for exploiting and cruelly oppressing the Taiwanese people.

SENIOR HIGH WORLD HISTORY

Two volumes are devoted to world history in the senior high school grades. In the first volume the treatment of America occurs initially with a discussion of English action to control Ireland after 1649. It reports that two-thirds of the land belonging to the Irish people was seized, that many of them were brutally killed and that many others were forced to flee to North America where they had to do hard labor.

The Bourgeois Revolution in Britain is cited as the genesis of revolutionary movements in Europe and in North America. There follows a discussion of the European race for colonies culminating in a description of the English and French struggles. The sins of colonialism are covered in depth.

> "Colonialists caused disasters to the Indians and Africans. West European colonialists treated the natives in the colonies inhumanly. For example, they brutally tortured and killed the Indians. There were about one million Indians when the Western European colonialists first arrived in North America. The colonialists got their food supply from the Indians. They learned from the Indians how to grow corn and other crops. In return, they robbed and killed the Indians. The French and British colonialists tried to exterminate the Indians in North America.
>
> The Western European colonialists captured the Black people from Africa and sold them as slaves in America while they were slaughtering the Indians in America. The first group of Black people was shipped to Haiti in the early 16th Century. The criminal slave trade was thus begun. By the 13th Century the slave trade became rampant." (1, pp. 165-66)

The book explains how the slave-traders organized "hunting teams" to capture the African natives and how they also offered guns, powder, tobacco, and liquor to tribal chieftains to capture Black people in the inland areas.

> "The captured Black people were taken to dungeons along the coast and then were shipped to America where they were sold as slaves. During their capture and shipment to America thousands of Black people either died of heat on their long and arduous journey or of pestilence in the dark, crowded, stench-filled cabins. Many were thrown into the ocean to be swept to a watery grave when there was not enough food

> and water on the ships. According to some estimation, the number of the Black people who had died in this way was five times larger than that who had been sold as slaves. From the 16th Century to the mid-19th Century Africa had lost millions of its strong population." (1, pp. 167)

The American Was for Independence is explained next. The flourishing economy of the English colonies is credited to the "pioneering work of laborers, farmers, and Black Americans." The exports and imports of the capitalistic relationships "...created a capitalist class and the plantation owners——the capitalistic class that based its economy on the labor of the Black slaves."

> "The British people who organized the colonization were the prestigious noble family members and merchants. Under their control the Indians, the natives who had contributed to the development of North America, were nearly exterminated. The laboring people — the English, Irish, French, Dutch, German, Swedish, and Jewish who had come to North America to escape feudal exploitation and persecution of churches — found themselves under the oppression of the British colonialists. They began to realize that North America was not the "Land of Freedom." There existed class exploitation and racial oppression. The Black people who had been shipped from Africa and sold as slaves were put at the bottom of the society and experienced the most miserable life." (1, pp. 168-69)

The foregoing lengthy quotations provide a sense of the language and the emphases that mark much of these volumes in their treatment of the capitalist economy and of the United States and other western nations.

There is an extended discussion of specific events in the American struggle against British control and to the Revolutionary War. The text now suddenly begins to sound like a nationalistic volume of United States history. It claims that the British government's persistence in controlling and oppressing the Americans led to the outbreak of the War of Independence and that in the face of British oppression the American people remained firm and unshakable. From the Boston Tea Party and Paul Revere's Ride to the skirmish at Lexington and Concord,

we find a traditional American view — "the British army fled in panic."

Even the rich planter Washington is credited with fighting with unbending spirit. He commanded liberal capitalists, farmers, workers, and Blacks, the soldiers who maintained the front lines. The liberal capitalists are cited as appointing Jefferson and Franklin to draw up a Declaration of Independence, the contents of which are largely ignored except for the determination to abolish British control.

A number of pages follow concerning the events of the war. Once again it is a clearly pro-revolutionary exposition of the woes, the bravery, and the sterling qualities of the patriotic forces. This section concludes:

> "Through the Revolutionary War that took place from 1775 to 1783, the American people had succeeded in shaking off the yoke of colonialism and in gaining their independence. The independence had also paved the way for capitalist development of the country. The American War of Independence had given impetus to the revolutionsin Europe and Latin America. Before long, Bourgeois revolution broke out in France. And wars of independence in Latin America unfolded on a magnificent scale." (1, p. 174)

The new nation faced many problems. "The ruling class" perceived the weaknesses of the structure of government under the Articles of Confederation. The story of the struggle to gain approval of the Constitution of 1787 and of the bargains and compromises that ensued are presented; but there are no details about the period of the Articles of Confederation. Several pages follow devoted to the details of the structure of government under the new U.S. Constitution. It concludes:

> "The American Constitution did not stipulate basic rights of its citizens. The additional regulations were added later. The Constitution did not vest the Indians with civil rights on the excuse that they did not pay taxes. The Indians were excluded from the count of population in each state. The Black slaves were counted only 3/5 of the total Black population. Because of this, the American Constitution has been stamped with the brand of racial discrimination. The 1737 Constitution has undergone many amendments and revisions. It is still in effect." (1, p. 177)

Subsequently the text reviews the Bourgeois revolution in Europe that "blazed forth" as the American War for Independence inspired them, as well as the anti-colonialism in Latin America. In the latter cases the book claims that though young and immature, the newly independent United States soon revealed its ambitions to dominate Latin America. The developments leading to the Monroe Doctrine are explained in detail, revealing the implication that "America belonged to the Americans" and that the United States would not tolerate interference into the internal affairs in America by the European big powers.

At this juncture, Volume I of the Senior High World History reaches an end with a brief chapter on the Industrial Revolution in Europe and the United States, with mention of several inventors and political thinkers of the era. Saint Simon is credited with participating in the American War of Independence and with coming to understand that the capitalists and the proletarians were two different classes. "The capitalist world was a world where right and wrong were confused." And it should be replaced by a new society where "everybody is equal and happy." (1, p. 216)

This first volume of World History devotes what would seem to be adequate space to developments related to the United States. An overall assessment and review of general accuracy presents a favorable treatment of the United States, especially in the revolutionary phases of our history. These struggles are frequently presented as heroic in the enduring struggle of humankind against political and economic oppression.

Volume II of the High School World History first discusses the United States during the pre-Civil War period. John Adams, the second president of the United States, is cited as "threatening ambitiously that the territory of the United States was predestined to expand to the whole region of North America." (2, p. 16)

The territorial expansion of the United States from the Louisiana Purchase to the acquisition of the far western lands is followed, with the United States being blamed for provoking the Texas rebellion against Mexico and for the subsequent invasion of Mexico. These elements of "external expansion" are explained in the "coalition of political power" representing the interests of capitalists and plantation owners even though they had different plans or goals. "The capitalists, in order to accelerate the development of capitalistic economy, wanted to obtain more industrial raw materials and to expand their market. The plantation slave owners wanted to acquire more land so that they could develop a plantation economy which was based on slave labor." (2, p. 17)

The disastrous plight of the native Americans is included.

> "The process of the westward territorial expansion of the United States was also a process in which the Indians were driven out and killed, their land and property stolen. Bloody massacres sharply reduced the population of the Indians from one million to 240,000 in the late 19th Century. The survivors were driven to the reservations where they led a miserable life. The peaceful, pastoral westward movement advocated by the ruling class of the United States was, in fact, an Indians history written in blood and tears. (2, p. 23)

The book next deals with the growing rivalry between the North and the South and the economic conditions of each section. Inserted, following paragraphs on the immigration of European workers to meet the growing industrial demand for labor in the North, is the explanation:

> "In 1848 gold was discovered in California. The capitalists who owned the gold mines, with Hong Kong as their base, enticed Chinese workers to work in the gold mines as coolies. The rapid development of the American capitalistic economy was based mainly on the cruel exploitation of foreign labor." (2, p. 24)

> "Cotton growing in the South became a very profitable business. The slave owners, with $20 spent on the keep of a slave, could wring out a net profit of $80 from each slave each year. In order to make more money, they tried to bring in more slaves unlawfully and to increase the number of 'slave states.' This resulted in the rapid

> increase of the Black population in the South. The Black slaves, driven by the slave owners and the overseers, were forced to do all kinds of strenuous labor. The lived worse than beasts of burden. Many of them had been tortured to death. In order to free themselves from the yoke of slavery, they had been struggling bravely and persistently. Their struggle had struck heavy blows at slavery in the South... By the mid-19th Century, the conflicts had been centered on maintaining or abolishing slavery. The plantation owners wanted to increase the number of their slaves. The capitalists and the majority of the laboring people wanted to abolish slavery. The conflicts of maintaining or abolishing slavery had become so intense that it could be solved only by war." (2, pp. 25-26)

The work of Harriet Tubman and the underground railroad is covered next, then the John Brown Raid; after his capture he is quoted unyieldingly, "Only blood could wash away the sins committed by this evil country." Lincoln is portrayed as a representative of the northern liberal capitalists. It is pointed out that he was from a laboring family, once working as a farm laborer, a boatman, and shop assistant. Since he sympathized with the Black slaves and was against slavery, he is labeled as a "progressive capitalist revolutionary." But since he feared that the North and South would split, he did not advocate immediate abolition. Instead he proposed to restrict and gradually abolish slavery. Later the reader is told that Lincoln's emancipation of the slaves led him to be highly honored by the American people.

There follows in some detail coverage of the military campaigns of the war and developments such as the Homestead Act. Lincoln's actions are credited for greatly arousing "the revolutionary enthusiasm of the masses" and for changing the tide of the war.

The slave owners are blamed for Lincoln's death. After the surrender of the forces of the Army of the Rebellion, "with deep-seated hatred they sent an agent (Booth, an actor) to assassinate Lincoln at a theatre." The text indicates that the American people played an important role in the conflict.

> "They had made great contributions both in the front and at the rear. The Northern Army was composed of workers and farmers. Many of them were Black. In 1864 there were 186,000 Black people joining the Northern combat troops and 250,000 in rear service units. The slaves in the rebel states also rose up against the slave owners. There were 500,000 slaves who escaped from the plantations. Some of them staged uprisings and fought as guerrillas. This helped to sabotage the Southern economy and to pin down the slave owners' forces.
>
> The American Civil War was the second bourgeois revolution in American history. The abolition of slavery paved the way for further capitalist development, and hence enabled the United States to catch up with and overtake England, France, and other advanced capitalist countries in the late 19th Century. Nevertheless, American capitalists still purused the policy of racial discrimination. Today, racial discrimination against the Blacks and class oppression are two major social problems in the United States." (2, p. 25)

The book next turns its attention to developments in the Orient.

> "The Western capitalist countries, relying on their military and economic power, sped up their invasion activities to acquire more market and raw-material-producing areas. They played the tyrants, perpetrated outrages; using gunboats and cheap goods, they forced some Asian countries to open their doors to them. They put the countries under their colonial control and cruelly exploited them. (2, p. 25)

The colonial countries, including the United States, are blamed for invading Asia and for disrupting Asian territorial integrity, as well as for hindering the social and economic development of Asian countries. The American "invasion" of Japan, resulting in unequal treaties, is recounted briefly and is followed by a reminder of the mounting economic troubles of the Western nations.

> "In 1857 the first world capitalist economic crisis occurred in the United States and later expanded to England and the continent of Europe. During that year 4,000 American corporations suffered bankruptcy and many industrial production cut-downs. The economic crisis sharpened the conflicts in the capitalist society." (2, p. 40)

The next two chapters' attention to the United States is mainly limited to the inventions and contributions of Edison, Morse, Ford, the Wright brothers, and Bell, and to the formation of monopoly groups in this country. Various monopolies in industries and banking are reported as concentrating power in the

hands of hundreds of monopoly capitalists, some controlling different industrial sectors and others the economic life-lines of the nation.

> "Mobil Oil was one of the monopoly groups in the United States. It was founded in 1870 by Rockefeller, the big tycoon. Nine years later oil production of Mobil accounted for more than 90 per cent of the total oil production in the United States. In 1882 it was reorganized and became the Standard Oil Trust, which was composed of 14 oil corporations. The Trust also controlled most of the stocks of 26 other corporations. U.S. Steel was another Trust in the United States. It was founded by the Tycoon Morgan in 1901 when it had already controlled 6/10 of the total steel production of the United States. According to some statistics, 381 Trusts in the United States had amalgamated more then 5,000 corporations in 1904. They controlled capital funds totalling seven billion dollars." (2, pp. 65-66)

The book now explains how monopoly controls led to political power in capitalist countries and where these trusts "tried to extort as much profit as they could." Stock dividends of Standard Oil, for example, are stated as rising from 5.2 per cent in 1882 to 30 per cent in 1898. The book indicates that as Lenin pointed out one of the characteristics of imperialism was monopoly and that at the turn of the 20th Century, with the formation of monopoly groups, the United States, England, Germany, France, Russia, and Japan all became imperialist countries. (2, p. 66)

The United States then began to be transformed into a "trust imperialist country." Political developments are now recounted, pointing out that both major political parties were capitalist parties, one representing the interests of big industrialists and bankers (Republican) and the other the plantation owners and rich peasants of the capitalist class in the South (Democratic). Over the years after the Civil War the differences between the two parties began to diminish and both parties came to represent the interests of monopoly capitalists, enhancing an aggressive and expansionist tendency in its foreign policy.

> "In 1898, it provoked the imperialist war of redividing colonies — the American-Spanish War. It seized the Philippines, Puerto Rico, and Guam from Spain. It made Cuba its protectorate. From 1901 to 1908, the Republican, Theodore Roosevelt (1858-1919) was the President of the United States. He was a fanatical expansionist. He clamoured that the United States should back up its foreign policies with military force in order to carry its 'big stick policy.' In 1903, he made the United States occupy the Panama area. The United States also intervened in the internal affairs of South America. It tightened its control on the countries in South America. It exercised economic infiltration in order to establish its hegemony in the Western Hemisphere." (2, p. 67)

The book follows with a rendition of the conditions affecting American workers during the last years of the 19th Century, pointing out that American laborers lived in privation and that sometimes the class struggle became very sharp. Included is treatment of the 1877 American railroad workers' first nation-wide strike and then in the 1880's the American workers' fight for an 8-hour work day. Events including the mass meeting and violence at Haymarket Square in Chicago are recounted, pointing out police suppression and arrests, killings, and the eventual execution of four workers involved. Also mentioned is the foundation of the American Federation of Labor and later the Socialist Labor Party.

Growing conflicts and developments among the imperialist countries are now traced. Uneven economic development in the different nations "changed the balance of power and created new conflicts among imperialist countries. A new situation arose as these imperialist powers intensified their struggle for world hegemony and redivision of the world." (2, p. 83)

The United States and Japan are now characterized as pushing themselves into the ranks of colonialist nations. Cited are the United States' occupation of the Philippines and Japan's seizure of Korea. The increased misery of Asian peoples and the limitation of their economic development is pointed out as having been forwarded by the collusion of Asian feudal powers with the new

imperialist powers. The United States is reported as making several attempts to invade Korea "piratically" during the 1860's and 1870's but that each time it was driven out by the Korean people; but that after the Japanese-Russian War in 1905, Japan with the help of the United States made Korea its protectorate. (2, pp. 89-91)

The next reference to the United States comes in a section entitled "The United States Became the Major Enemy of the People of Latin America."

> "In the 19th Century, the United States invented all kinds of excuses to send its armed forces to interfere in internal affairs of Latin America and violate its sovereignty. In 1898, when the Cuban people were going to defeat the Spanish colonialists and win their independence which they had been fighting for for many years, the United States, pretending that it sympathized with the Cuban people, provoked the U.S.-Spanish War in the name of 'liberating Cuba.' After the war the United States seized from Spain, Puerto Rico in Latin America and the Philippines in Asia, and turned Cuba into its protectorate. At the same time large amounts of U.S. capital flowed into Latin America, enslaving and exploiting the local people. This was the 'big stick and dollar' policy played alternately by the U.S. imperialists." (2, p. 103)

Previous United States action against Mexico in the 1840's is now noted including the "seizure" of two million square miles of Mexican land. Subsequently it explains that in the late 19th Century, English and American capital flooded into Mexico and that one-quarter of Mexican mines and more than one-half of its oil production came to be controlled by the U.S. Steel and Standard Oil Corporations. "American corporations also owned many sugar-cane, coffee, cotton, and rubber plantations and ranches. In nearly every state in Mexico large areas of real estate were in the hands of American capitalists." (2, p. 105)

The Mexican Civil War (1910-14) is presented as an action to support reactionary regimes; but that it was a failure as:

> "The flames of revolution against the reactionary regime and imperialist interference were kindled all over the country by the Mexican people. The young Mexican working-class organized a 'Red Platoon' and participated in the struggle for the first time as a class force. In August, 1914, the armed forces composed mainly of workers and peasants overthrew the reactionary government and thwarted U.S. imperialist intervention....The 1910-1917 Mexican Bourgeois Revolution struck its blows at Mexican feudal power and running dogs of imperialists. It also punctured the arrogance of the U.S. imperialists." (2, pp. 106-107)

The book now turns to the building of proletariat parties in Europe and America, with the American government shown as "frantically opposed to the workers." (The death of Karl Marx is reported as bringing great mourning to hundreds of thousands of people from "Siberia to California." 2, p. 108) However, the reform developments pushed by American workers could not be extinguished.

A chapter follows which includes attention to some noted American writers. Selected for emphasis are Harriet Beecher Stowe, Walt Whitman, Mark Twain, and Jack London. The latter two are noted as realistic writers who vigorously criticized the capitalist system of the United States.

The first World War is the next topic. The book explains that through the victorious Communist Revolution in Russia in 1917, it was possible to attain Lenin's aim of transforming the imperialist war into a domestic was and that the successful revolution brought an upsurge of anti-war movements in the belligerent countries and seriously frightened their governments, and that at this juncture the United States entered World War I. (2, p. 127)

> "During the early period of the War, the United States, taking advantage of its position as a 'neutral state,' traded with the belligerent countries and made great fortunes out of the war, thus changing itself from a debtor nation into a creditor nation. Toward the end of the War when the belligerent countries were tired out, the United States, sensing that the chance had come to seek world hegemony and seize the fruits of the war, tore off the mask of 'neutral state.' It announced war against Germany in April, 1917, in the name of opposing Germany's 'unlimited submarine war' which was put into effect in February, 1917." (2, p. 127)

No attention is given to American military activities in bringing World War I to a victorious end for the Allies. Attention is largely focused on political developments and eventually much centers on the rise of the Marxists to power in Russia. For example, following the outbreak of the Russian Revolution in October, 1917, the escape of Kerensky, head of the provisional government, who wanted to gather reactionary troops to overthrow the Bolsheviks and failed, is credited to the American embassy. Later the joint Allied attempt to intervene in the Soviet Communist Revolution, including United States forces, is recounted with mention that progressive workers in England, France, Italy, and the United States organized protests and strikes because of their governments' military actions against the Soviets. (It would be interesting to compare this and many other accounts of U.S. action in key world developments with those presented in American and other western textbooks.)

Subsequently events leading to the Versailles Treaty are presented. Included ar actions by the imperialist countries who were "sharing the spoils at the Paris Peace Conference, to try to strangle the newly founded Soviet government.....The Paris Peace Conference was in fact headquarters directing the war against the Soviet Union." (2, p. 177)

Following German acceptance in November, 1918 of armistice conditions proposed by the victorious Entente, at the Peace Conference, the Big Three imperialist countries (France, England, and the United States)

> ".....attempted to redivide the world according to their will. In order to get the biggest share of booty, each tried its best to weaken the others..... The United States had made huge fortunes out of the War with great profits totalling $38 billion and had changed itself from a debtor nation into a creditor nation. With its powerful economic strength the United States tried to realize its ambition of dominating the world." (2, p. 173)

The book explains that during the first World War, American President Wilson proposed the establishment of an international organization after the

war and that its purpose was to prevent future wars and that this was called for in his Fourteen Points. The United States is credited as the first country to propose the establishment of a League of Nations. It is claimed, however, that it tried to win other countries' support under the label of "safeguarding peace" and that it wanted to use the League to control other countries and realize its ambitions of world domination. It is explained that this aim of the United States failed because of "strong opposition from England, France, and Japan. So the United States did not join the League of Nations." (2, p. 179) There is no explanation of domestic forces and political factors involved in the failure of the United States to vote to join the League of Nations.

A lengthy discussion of political, economic, and military rivalry between the victorious powers in the early 1920's, including the growth of Japanese influence and the Washington Naval Conference, follows. The struggle for supremacy over the Far East at the Washington Conference is presented as in fact a struggle of rights over China. At the Conference, China's representatives demanded the abolition of injurious clauses in the Treaty of Versailles and urged Japan to abandon its "21 Demands." In order to stop the expansion of Japan's power, the United States and England are revealed as opposing Japan in its attempts to gain exclusive domination over China, and for pressuring Japan to sign a treaty favorable to China.

The Washington Conference is viewed as a continuation of the Paris Peace Conference. Its results are claimed to have established "the order of domination of the imperialist countries over the Far East, and thus completing the so-called 'Versailles-Washington set-up' which enabled the imperialist countries to redivide the world during the post war period." The Nine Country Treaty signed in 1922

> "claimed under false pretense 'respect of China's sovereignty and independence, and integrity of territory and government;' however, it was in reality

> a treaty that allowed the imperialist powers to encroach on China's resources and territory. With its 'open-door policy' and 'equal opportunity' principle of trade and business in China, the United States was able to break Japan's monopoly which it acquired during World War I over China. As Chairman Mao pointed out: 'The Nine-country conference conducted by the United States concluded a treaty which put China back to the situation of being controlled by several imperialist countries." (2, p. 182)

The text next describes the decline of British power and influence after World War I and the growth of American financial leadership as the center of international finance moved from London to New York. It provides details of the amassing of American wealth during and after World War I and of the expansion of its role in the world economy in Europe, Asia, and especially through "Dollar Diplomacy" in Latin America where U.S. investment accounted for over one-half of its total foreign investment, thus placing many countries in that region under its control.

The book next reports on the economic problems that faced the defeated Germany and the other European countries in paying their reparations and debts owed to the United States. These problems culminated in the Dawes and the Young plans in which the United States played a major role. Serious economic events are reported as eventually leading to the American stock market crash of 1929 and the ensuing U.S. economic crisis, unprecedented in the capitalist world. "The crisis was the inevitable result of the development of the contradictions inherent in the capitalist system.

> A decade before the crash, American economy was at the peak of its 'golden years.' The living standard of American workers had improved to some extent, but the increase of workers' wages could not keep pace with the growth of business profits. As the workers did not have enough purchasing power to provide a good market for the ever increasing goods being produced, the contradictions between production and marketing became more and more severe and as time went by, they were out of control." (2, p. 229)

The economic crisis starting in the United States soon engulfed the entire capitalist world and lasted for four years. A dramatic portrayal of the situation explains:

> "The economic crisis brought great suffering to the people. So fast was the crash of the stock market that telegraphs did not have time to report the prices. People crowded in front of the Stock Exchange, burning with impatience. They were struck dumb by the falling prices of the stocks. Many small businesses lost their property. Large numbers of workers lost their jobs. By 1933, there were 17,000,000 workers out of jobs in the United States, the wealthiest country in the world. The numbers of jobless workers reached 30,000,000 in the entire capitalist world. The wages of those who still held their jobs dropped considerably. The majority of the laboring people were poverty-stricken and homeless. Yet large quantities of goods were destroyed by the monopoly capitalists in order to raise prices and maintain profits. Coffee and milk were poured into the sea; wheat and corn burned. Thousands of cattle were killed instead of given away to feed the people. The decadence of the capitalist system was fully exposed during the Great Depression." (2, p. 230)

The economic crisis is shown as touching off a political crisis throughout the capitalist world. The monopoly capitalists "found themselves in an abyss, desperately seeking a way out." In the United States with the election of President Franklin Roosevelt in 1932, the "New Deal" and its reforms were introduced; the state began to intervene on a large scale to improve conditions. "Rejecting the idea of nationalization of industry, the 'New Deal' tried to maintain the capitalist 'free enterprise' system. At the same time, in order to relax internal class conflicts, the program also included some measures which benefitted the workers and small business." (2, p. 231)

The many New Deal reforms, laws, and projects are listed and their implementation is stated as producing some positive effects toward recovery; but the New Deal could not fully contain the economic crisis. The book does not declare that it was a war in Europe and U.S. production and preparation for possible participation in that conflict that eventually brought the United States completely out of depression conditions.

Attention now turns to military developments of the 1930's. The United States is charged with appeasement and with connivance with England and France in the Italian invasion of Ethiopia. The United States is blamed with selling arms indirectly to support the Franco forces in the Spanish Civil War. World-wide volunteers — Communists and progressive persons, including Americans — are credited with vainly attempting to save the Spanish Republic. Finally, the outbreak of World War II is explained in a manner not found in American history books.

> "At that time, fascist Germany could not wait to wage a world war. Yet in face of the powerful Soviet Union, it was forced to propose a non-aggression treaty with the Soviet Union. In order to crush the conspiracy of England, France, and the United States which were pushing Germany to invade the Soviet Union, and to postpone and gain time to prepare for the war between Germany and the Soviet Union, the Soviet Union under the leadership of Stalin signed the non-aggression treaty with Germany on August 23, 1939.
>
> England, France, and the United States had pursued an appeasement policy for a long time. They connived at Germany's aggressive acts. This policy had fallen through. Not long after, Germany invaded England and France. Thus they had to eat their own bitter fruits." (2, pp. 252-53)

Twenty pages are now devoted to the campaigns and events of the second World War. Conventional views and facts concerning the reasons for and the Japanese attack on Pearl Harbor are included as are cooperative developments among the allied nations and forces against Germany and Japan.

The gradual involvement of the United States is explained in that previously Japan's invasions into Southeast Asia had directly threatened American interests in the Pacific region. Indeed, invasions and expansion of the fascist countries had incurred the hatred of people all over the world and it intensified the conflicts between England and the United States on one side and the totalitarian countries on the other. Finally, England and the United States came to realize "that only by allying with the Soviet Union in the fight against the fascists, could they protect their own interests." (2, p. 265)

Subsequent military events and key allied meetings from the Atlantic Charter to Tehran and Yalta are presented in typical fashion. There is no discussion of growing problems between the about-to-be-victorious allies clearly in evidence by the time of the Potsdam Conference. Throughout, however, the Russians and the western allies are jointly credited with the successful actions against the Germans on the different fronts.

Minimal space comparatively is given to the ending of the war in the Pacific area. Growing American power and Japan's decline in productivity due to its huge consumption of arms and materials are mentioned in relation to the bitter fighting where, after three years, the United States won the islands that had been occupied by the Japanese.

> "When World War II broke out, the United States allocated huge amounts of manpower and material on the research for new weapons. Using the great energy released from nuclear fission, the United States finally developed a devastating new weapon — the atom bomb." (2, p. 282)

> "On August 6 and 9, the United States dropped bombs on Hiroshima and Nagasaki. The two cities were reduced to rubble and suffered great casualties. On August 14, the Japanese fascists surrendered unconditionally." (2, p. 278)

There is no further discussion of the atomic bomb and subsequent events involving the United States. These could easily be used to villify the United States. It may well be that long-time Chinese resentment of Japan accounts for the relative silence on these matters.

A final section of the text examines cultural developments in the world following World War I. In treating American literature in the 1920's and 1930's, it is claimed that American "naturalists" produced no works that could stand the test of time. However, "realists" such as Theodore Dreiser and Eugene O'Neill are credited with exposing the roots of tragedy in American life and society. Ernest Hemingway is cited as the major author of the "lost generation"

for he sympathized with the struggle of the laboring people and joined the Spanish in their war against the fascists. (2, p. 291)

Final attention to American life is found in a discussion of the development and the growing influence of motion pictures in the 1920's and 1930's. The movies of the Great Depression era are said to have been produced to draw the public from the "painful reality of life." The text concludes that Hollywood produced musical movies with magnificent and luxurious scenes to charm the public and that it also produced gangster and horror movies. "But only a few directors produced some realistic films whose arts the American motion-picture world could be proud of. These included Chaplin's 'City Lights,' 'Modern Times,' and 'The Great Dictator.' (2, p. 293)

At this point the current state-printed world history book comes to an end. We have no indication as to how or where the details of the most recent forty years of world history are treated. Unfortunately, although their textbooks are much more up to date, many American high school teachers have neglected important aspects of the last generation and of the near half-century of developments which have produced the world that their students live in. We were informed that pilot editions of updated Chinese texts were being produced and that they were going to be tried on an experimental basis in some areas before new editions for the entire country would be prepared. We have not been able to discover the extent to which such pilot testing occurred, nor the results. Opinion holds, however, that after the sad events of Tiananmen Square in 1989, this textbook probably remains in common use.

Generally, I have tried to present the contents of the Chinese textbooks just as translated and often in their own words. On a few occasions we have made short comments or raised a question about a presentation. The assessment of the impact of these texts and of their accuracy, as well as the questions as to what has not been included, remains with historical experts and American teachers who may wish to contrast treatments in our own history books.

SENIOR HIGH HISTORY OF SOCIAL DEVELOPMENT

The high school History of Social Development and the related high school volume of Political Economy are offered in the final years of secondary school education. But relatively few of future Chinese citizens encounter these subjects at this level; however, those who do are given, together with a course on Dialectical Materialism, the detailed official view of Communist Ideology along with a thorough indoctrination in the evils of western capitalism. We did not find a single favorable statement about the United States and its economic system in these political textbooks.

The content of the above-mentioned courses contain considerable overlap; that on political economics builds upon the concepts presented in the course on social development which besides politics and primarily economics also builds upon an historical base. If one expects any sociological content or treatment of the evolution and problems of a more purely social nature, these are not included. Nevertheless, in a sense, these books also incorporate and draw upon several social science fields, as well as upon theory and ideology, so that they do serve as examples of a social studies approach, albeit replete with extreme official bias.

These two volumes that we will next consider are different from those previously examined as they are what we would call "teachers editions," including suggested assignments and pupil activities, as well as illustrations and charts and tables to be used in class to help the students "deepen their understanding of theoretical viewpoints and to gain a more comprehensive knowledge and contrasting impressions of the nature of capitalism." For example, the foregoing explanation is used in presenting a graph entitled: "A Comparison of the Means and Characteristics of Exploitation in Three Exploiting Societies" (England, Germany, and the United States." (12, p. 21a) Throughout, these volumes include a few pictures well selected to emphasize textual presentations.

These two texts are more up-to-date editions than the history books we received and as a result deal with a number of important recent developments such as the number of unemployed in Western countries in the 1980's and the not-so-important, but still striking list of names, incomes, and assets of the seven millionaires in Ronald Reagan's presidential cabinet!

Clearly if one reads just these books and accepts them as carriers of the truth, he or she is led to serious doubt, if not full rejection, of the economic system of the West and its attendant social, economic, and political problems. It is not this author's intention to refute such statements and claims — that must fall to historians, political scientists, and economists and, indeed, would demand an entire large volume of explanations and interpretations for most of the textual statements are unsubstantiated. Therefore, in reviewing this content, the typical reader or teacher will need to check sound sources to discover the extent of truth or falsehood in much that is presented to these Chinese teen-agers.

The text on the History of Social Development begins its treatment of the United States in an introduction to the bourgeoisie and industrial revolutions. There is but brief attention to economic and related developments in the United States during the 18th and 19th Centuries. However, the typical tenor is revealed in its review of early economic history, citing the criminal slave-trading activities of the "western colonialists," claiming that the Americans made $200,000 on the first slave ship importation, and then later in mentioning the gruesome lives of the 10,000 Chinese workers who became coolies in the United States and that few of the 1,000 who built the Panama Railway remained alive afterwards.[1] The first extensive treatment of the United States relates to the appearance of the Taylor and Ford systems of industrial production in the late 19th and early 20th Centuries.

1. Chu-Chang, op. cit., p. 23.

To reveal the enduring impact of labor conditions under the foregoing systems, a picture is included for the teacher to use with the titles: "The Exhausted West German Workers under the Suppression and Exploitation of the Capitalists, (photo taken in 1974 at the automobile factory in Bavaria)." (12: 2, p. 21b) Quite typically, these texts move back and forth in time to illustrate the weaknesses and dangers of capitalism.

The text now explains:

> "As to the Taylor System: it was first introduced by the American engineer, Frederick W. Taylor. Its basic content and means of operation are as follows: First, pick from the factory the physically strongest and technically best equipped workers, and force them to engage in the most intensive labor by following a special work schedule — using seconds or a fraction of a second as a unit to record the time needed for completing each work process and each action — and also film the entire operational process of the most talented workers so as to come up with the most economical and effective means of production — the so-called Standard Means of Operation. On the basis of this scheme, the process of production and quota of labor can be scientifically determined and various unit wages can be determined in terms of the percentage of quotas completed. By adopting the 'Taylor System,' the capitalist can easily double the productivity of the worker during the same working period of nine to ten hours. That's why Lenin called the 'Taylor System' the 'bloodsucking, scientific system.'" (12: 2, pp. 29-30)

Moving to recent figures, the book claims that "From 1967-75, the annual increase of U.S. workers' productivity was 150 per cent, while the annual increase of their wages was only 70 per cent.....In the U.S. the rich account for only 2 per cent of the total national population, but they control almost one-third of the total national wealth." (12: 3, p. 37a) This portion concludes reporting that in 1970 Ford, the president of Ford Motor Company, had an income of $930,000, while his workers' average annual salary was only $6,000. "Ford once spent $500,000 on a banquet just for the celebration of his daughter's birthday. On the other hand, there were a great number of poor families living under the subsistence level. According to some statistics, in 1974, the U.S. had a population of 35 million on welfare." (12: 3, p. 37b)

The book next examines elements of democracy and liberty in the United States. We quote extensively.

> "In the U.S. citizens do have the freedom of press, and they can even put their political viewpoints in newspaper Ads; but it costs a lot — the New York Times charges $10,000 for a one-page Ad which is completely out of the reach of ordinary workers. Even if the workers and laborers have obtained a variety of freedoms and rights, they have to carry out their activities without infringing upon the interests of the burgeois. As soon as their activities constitute a threat to the exploiting system of the capitalism, and infringe upon the fundamental interests of the burgeois, the latter will immediately call upon anti-riot police and secret agents to suppress the proletariat and other laborers. (Show the students the photo pictures: 'Democracy under the Police Clubs,' taken on June 2, 1976, in Boston, and 'The Suppression of Striking Workers.') To protest against the racial discrimination of the ruling class, American black women often staged 'sit-ins.' In response, the government authorities dispatched the club-wielding police to engage in a barbarous suppression of the protesting black women. In the picture titled 'The Suppression of Striking Workers' which was taken on March 22, 1982, in the Brown and Sharpe's precision instrument factory located in North Kingston, we can see the soldiers and policemen using tear gas to disperse more than 500 striking workers gathering at the main gate of the company. Look! This is the true state of what the Western world calls 'democracy and freedom!'" (12: 3, p. 39)

There follows an examination of how the Congress and the governments in the United States are lackeys of the superwealthy, with the former serving as instruments for protecting the interests of the capitalists.

> "In 1977-78, the personal fortunes of all U.S. senators (100) totaled more than $100,000,000, with the average of more than $1,000,000 for each senator. In this senate there was no single senator representing industrial workers or agricultural workers. Even though the black people accounted for 12 per cent of the total U.S. population, there was no single black senator among the 100 U.S. senators! (Among the 435 congressmen, only 15 were black.)" (12: 3, p. 40a)

This is followed by a paragraph revealing the capitalist backgrounds of many of the officers of the United States government. Top officials are listed as holding their high posts through the support of capitalists and each American president from Truman in 1945 to Nixon are shown as having been backed by key financial groups or as having great personal wealth.

The volume turns next to a discussion of economic crises in the Western world before and after World War II. It states, for example, that "During the economic crisis of 1929-33, the number of unemployed workers in the Western world was frightening. In the U.S. the number of unemployed hit 12,800,000, accounting for 25% of the total work force. In Germany, the number reached 8,000,000, about half of its entire work force." (12: 4, p. 46b) But most attention is given to more recent periods as with the American economic crisis of 1974. It should be pointed out again that very seldom are the sources of the mass of data presented in this and the subsequent text ever revealed. In the following rare case, four sets of figures are credited, but to a questionable source, the World Knowledge Press, which in turn cites an unidentified speaker.

> "In October, 1974 the total national inventory of merchandise in the U.S. increased 24 per cent from that of the previous year. In December, 1974 industrial products decreased 7.3 per cent from those of the previous year. During the first nine months of 1974, 7,300 factories and companies were closed. In 1974 the number of unemployed in the U.S. reached 8,530,000, the ratio of unemployment being 9.1 per cent." (12: 4, p. 45a)

To demonstrate the vulnerability of the American economic system, instructional aids in the form of tables and photographs are included. Three examples of pictures follow:

> "Titled 'The Destruction of Products by Capitalists in an Economic Crisis' shows that in the 1981 U.S. economic crisis large amounts of surplus oranges were destroyed in the San Joaquin Valley of California."
>
> "'The American Poor Sleeping near a Steaming Exhaust Pipe.' Taken in early 1982 in Washington, D.C., this photo showed that, against the backdrop of high buildings, some street people were fighting off severe winter by sleeping near steaming exhaust pipes along a subway. What a sharp contrast between the rich and the poor!"
>
> "'An Auto Worker's Child Protesting against the Loss of His Father's Job.' This picture taken in May, 1975 showed an auto worker's child and his father demonstrating on the street. The placard raised by the child reads, 'My Daddy Wants a Job,' voicing a strong protest against the capitalist system." (12: 4, pp. 45b, c, d)

The presentation concerning the vulnerabilities and tragedies of Western capitalist crises concludes with data on pay for workers below the poverty lines in the United Kingdom and West Germany, also pointing out that in 1974 thirty-five million Americans were eligible for receiving food stamps. A news item from a March 15, 1975 United Press dispatch is cited, "disclosing that an unemployed worker put an Ad in the papers which read, 'A human eye available for eye transplant — price: $5,000 or the highest offer.' What a startling and miserable scene!" (12: 4, p. 47b)

The book now presents examples of the failures of the capitalistic system to solve economic depressions.

> "For decades the capitalists in all countries have tried unsuccessfully all means possible to get out of economic crises. For example, a January, 1983, issue of 'Time' Magazine reported that the U.S. was deeply trapped in economic crisis because it had 12,000,000 workers unemployed. In response to the question of 'How are you going to solve this serious problem?' President Reagan answered fancifully, 'The U.S. still has 14,700,000 enterprises in operation, which are far more than the number of the unemployed workers!' He further made an appeal to the business and industry communities 'to hire an extra or more unemployed workers.' It seemed to him that this approach would solve the problem easily and quickly. Unfortunately, his appeal failed to evoke favorable responses from the enterprises. Instead, the problem of unemployment worsened as days passed by. In fact, it will be fruitless to try and solve economic crises without first touching the core of the capitalist system." (12: 5, p. 52)

In its following pages the book treats the evolution and dangers of monopolies. Monopolies are shown to be natural developments of capitalistic enterprise and that they lead to imperialism. The text recounts how capitalistic countries such as the U.K., Russia, France, Germany, the U.S., and Japan all went through these successive stages between the 19th Century and the early 20th Century. Figures and data for the United States include the following:

"In 1909, one-half of the total U.S. national industrial productivity was under the control of the big industries which accounted for only one per cent of the total number of U.S. enterprises...the annual production of automobiles by General Motors eventually accounted for about one-half of the total auto production in the U.S....the steel production by U.S. Steel came to account for about one-fourth of the total steel production in the U.S." (13: 1, p. 64)

"As mentioned earlier, the monopolistic trusts controlled the entire economic activities in the U.S. - covering industry, agriculture, business, banking, communication, and transportation. And, according to statistics in 1974, the top ten financial groups.....had a total asset of $1,250.5 billion, accounting for 30 per cent of the total assets of all enterprises combined.

"According to the report of 'Fortune' magazine in 1984, the revenues of the ten largest companies in the U.S. were as follows:

(1)	Exxon	$90.9 billion
(2)	General Motors	$83.9 billion
(3)	Mobil Oil	$56.0 billion
(4)	Ford	$52.4 billion
(5)	Texaco	$47.3 billion
(6)	IBM	$45.9 billion
(7)	Dupont	$35.9 billion
(8)	AT&T	$33.2 billion
(9)	G.E.	$27.7 billion
(10)	Standard Oil	$26.9 billion

"The astronomical figures of these big companies' revenues clearly reflect the pervasiveness of their firm control over the U.S. economy." (13: 1, pp. 65-66a)

The text now purports to reveal an insidious relationship between government, big business, and the wealthy.

"Many of the high officials in U.S. governments were millionaires. In the first term (1981-84) of Reagan's administration, 1 out of the 17 cabinet members had a fortune of more than $2,000,000; three had a fortune of more than one million. There were 12 secretaries (ministers) in his second term, and their average salary was $83,300. Among them seven were millionaires (figures based on their 1984 personal income tax returns.) Brock, the Secretary of Labor, had an asset of 32 million, with an extra income of at least $430,000. Block, the Secretary of Agriculture, had a fortune of $3.2 million. Herrington, the Secretary of Energy, 2.2 million, extra income, $270,000; Weinberger, the Secretary of Defense, 1.6 million, extra income, $350,000; Dole, the Secretary of Transportation, 1.5 million, extra income, $100,000; Shultz, the Secretary of State, $1.2 million (1982); Baker, the Secretary of Treasury, 1 million. Whether they be in Reagan's administration or in that of Carter, Ford, Nixon, or Eisenhower's administration — they were all the instruments of the capitalists." (13:1, pp.66b-67a)

In considering statements and figures such as the foregoing, a reader may well wish to ascertain the extent that such matter and coverage, if correct, are also used in American economics and history textbooks. One also needs to consider why or why not such matter is available in our books and if and how such items could be better balanced. For example, the Chinese text moves on to claim that in the United States and some other countries many institutes of scientific and technological research are sponsored by big enterprises and that their principal mission is to increase productivity and profit for the corporations. Such scientists and engineers are viewed as the employees of the monopolies. The term "universities" is not used but it is implied that the capitalists exploit such agencies in financing research and development activities to further their exploitations. (13: 2, p. 69

A lengthy discussion follows related to capitalistic opposition to the expansion of nuclear power for peaceful uses. It explains:

> "During the early stage of World War II, the U.S. already possessed the advanced technology of harnessing atomic energy, and subsequently developed and dropped two atomic bombs in Hiroshima and Nagasaki in Japan. After World War II the U.S. made rapid progress in the scientific research of nuclear energy. However, its scientific and technological know-how was mainly applied to the production of military weapons, making a large quantity of atomic and H bombs and incessantly expanding its nuclear arsenals. Few efforts have been made by the U.S. government to apply nuclear knowledge and technology to peaceful uses and civilian purposes. Up to 1975, the amount of electricity generated by nuclear power plants in the U.S. accounted for only two per cent of the total electricity consumption in the U.S. Why? The reason is very simple — in the U.S. whether or not and where a new technology can be applied depends on whether or not its application can bring about maximum profits for the capitalists. Since the capitalists have already monopolized the oil and coal markets, there is no sense to widely build and utilize nuclear power plants less it should negatively affect the sales of their oil and coal products." (13: 2, p. 69b)

Public resistance and the limitations and dangers of nuclear energy are not stated.

There follows a recitation of the "incurable illness of capitalism." Historic examples of tremendous drops in production and great unemployment are listed for the Western nations. Included are statistics from 1929 to 1982.

A number of pages are now devoted to the other evils that characterize Western capitalism.

> "The monopolistic burgeois, without precedence, strengthens its reactionary national apparatus so as to carry out openly its horrible, autocratic, fascist rule. Look at this picture titled, 'The Suppression of the Blacks by U.S. Soldiers and Policemen.' This is an example of the deprivation of the people's democratic rights, racial oppression, and discrimination by the U.S. government." (13: 2, p. 72a)

> "The polarization of 'the haves' and 'the have-nots' is a very serious social problem in the imperialist countries. For example, according to statistics, in 1980 there were 520,000 millionaires in U.S., accounting for only 0.23 per cent of the total population of 220,000,000. (But they did own a disproportionate amount of the total national wealth.) In 1984, Forbes magazine published a list of the 400 richest people in U.S. Topping the list was a person named Getty, ... possessing an immense wealth of 4.1 billion. These rich people were all living a luxurious and decadent life." (13: 2, p. 72b)

Beyond the foregoing disgraces, the reader is informed of the moral bankruptcy that accompanies Western capitalism. A picture of the mass suicide of the members of the People's Temple Church introduces the "decay and degeneration" of public morality:

> "This religion propagated the coming of the end of the world. They glorified suicide as the death of holiness and purity. In November, 1978, under the leadership of Rev. Jim Jones, the founder of the People's Temple, more than 900 followers of his teaching came to a jungle in Guyana in South America, and committed a mass suicide by poisoning themselves. Isn't U.S. always proud of its advanced science and technology? Not so! This human tragedy reflects remarkably the prevalence of religious superstition in the imperialist country and the spiritual depression, voidness, and decadence of its people." (13: 2, p. 72c)

Once again the text returns to the situations of the rich and the poor:

> "Previously we mentioned that in 1980 there were 520,000 millionaires in U.S., accounting for only 0.23 per cent of its total population. One may ask, 'Then how many poor people are there in U.S.?' According to a report of the U.S. government, a non-agricultural family of four, with an annual income of less than $8,414, would be classified as the 'poor household.' By 1980, the population of the poor had reached 29,740,000. In March, 1982, the number of U.S. unemployed workers hit 9,900,000. If added the number of 5,000,000 semi-unemployed and the 1,300,000 unregistered disappointed laborers, the number of the poverty-stricken population would hit 17,000,000. What a sharp contrast between the 'haves' and the 'have-nots!'" (13: 3, p. 74a)

Pie-graphs are presented reflecting the entire field of economy in the United States, showing the percentage of workers' total wages in comparison with the total profits of American business. A decline of workers' percentages from 51 per cent in 1937 to 35 per cent in 1972 is shown in the diagrams. The text states that the smaller and smaller ratios of return of profits to the workers by the exploiting capitalists become more intense as the years pass. "It is quite clear that this situation won't change a bit unless the capitalistic system is totally overthrown." (13: 3, p. 74b)

The concluding section of this text is devoted to the relationships between colonialism, imperialism, and capitalism. For example:

> "By 1914, the size of territories colonized by U.K., Russia, France, Germany, U.S., and Japan was four times that of their native lands combined. The vast and rich African continent was partitioned by the imperialists and became a continent of colonization." (13: 1, p. 63)

"In 1931 to seize a colony, Japan provoked the so-called 'September 18 Incident.' Starting with the invasion of Manchuria (the Northeastern region of China) the small-scale battle gradually escalated to World War II which ended in 1945. The complexity of this war was far more than one might have thought. It involved the war between the imperialists and the socialist Soviet Union. It also involved the war between the imperialists and the nations and people of the colonied and semi-colonied (such as the Sino-Japanese War). It was also a war between the Fascist imperialist nations (such as Germany, Italy, and Japan) and other imperialist countries (such as U.K., U.S., and France). The war further weakened the ruling power of each imperialist country, while strengthening the revolutionary forces of the oppressed nations. As a result, during and after World War II, the rule of the imperialists and the reactionaries in China and other countries finally collapsed." (13: 3, p. 77)

"The imperialists have employed all means possible to exploit the developing countries. For example, from 1960 to 1973, the U.S. extracted more than 29.7 billion from the developing countries merely through the measure of unequal-price exchange. From 1950 to 1976, U.S. multi-national companies netted 140 billion from their dealings with developing nations. The imperialists' aggressions and usurptions have awakened the people of the developing nations to further strengthen the struggles of the oppressed people against the imperialists. For example, 40 per cent of U.S. oil consumption and 90 per cent of Japan's, Federal Republic of Germany's, and France's oil consumptions was imported from the Middle Eastern under-developed countries and regions. With a minimum cost, the oil industries of the capitalist countries made great fortunes out of investing in the exploration of oil fields and the purchase of cheap crude oils from the Middle Eastern countries and regions. (For example, it cost $1.51 for the production of a barrel of oil in U.S., while it cost only 7 cents in the Middle East.)" (13: 3, pp. 75-76)

Finally, China is presented as emerging successfully from its long period of control and limitations by capitalist nations. Pride is evidenced in statements as the following:

"In December, 1983, China succeeded in developing a 'super main frame computer.' Called 'The Galaxy,' this kind of super computer can calculate 100,000,000 times per second. At present only few scientifically advanced countries such as U.S. and Japan can manufacture this kind of super computer." (16: 2, p. 147)

In these last pages the United States is seldom mentioned. A series of tables are offered that illustrate the favorable growth rate in industry, steel production, and agriculture between China and the developed nations. (16: 3, pp. 151-152b) China is also illustrated as reaching its comparative progress in a much shorter time frame than other nations have needed to reach recent productivity levels. These figures can be misleading as one attempts to compare per capita income rates with GNP growth rates which are mixed in the tables! In an overall summary of progress in ten countries, only Romania is presented as surpassing China in average annual per capita income and in national productivity! The large Western capitalist nations are shown as lagging seriously behind the progress of socialistic regimes.

> "Since the foundation of the People's Republic of China, our country has been engaged in a series of socialist reconstructions. Chiefly among them are: 'liquidation of bandits,' 'opposition to hegemony,' 'land reform,' 'suppression of the anti-revolutionary,' 'the three-oppositions,' 'the five-oppositions,' 'Anti-American and Pro-(North) Korean movements,' and 'privatization of production materials,' etc. History has already proved that these engagements are in congruence with the objective laws of nature; as such their achievements have been tremendous." (16: 3, p. 150)

HIGH SCHOOL POLITICAL ECONOMICS

This text is the final volume in the secondary school series of social studies books that we examined. It includes a good deal of almost the same or similar matter related to the United States as that which we have reviewed in some detail in the foregoing section, the HISTORY OF SOCIAL DEVELOPMENT. The Chinese authorities take no chances with insufficient treatment of the concepts and beliefs they wish to ensure as being held by their youth. Over and over in these texts readers are reminded of the weaknesses and evils of Western capitalism and its way of life. Recognizing such near duplication in numerous instances, we will curtail the similar long quotations found in our review of the previous book.

Again, in this text we find a varied mixture of history, economics, and government with frequent jumps and content from one topic or time period to another. As in the other texts of this series, ideology largely determines the content included as well as, from our viewpoint, emphases and the interpretation of events. Also, this teacher's edition as in the HISTORY OF SOCIAL DEVELOPMENT contains a myriad of figures, "facts," and quotations that are usually unsubstantiated by any cited source.

Attention to the United States is far greater than that given to other capitalist countries and in this volume most of its content is devoted to developments and examples occurring since 1929. Because of its relatively recent publication date (1986), frequent statistics and accounts of the 1970's are included. This volume, therefore, is considerably more up to date than the history text which we examined previously.

Our following report provides evidence substantiating the foregoing statements and provides a good sample of the continuing one-sided, negative, and, in our view, distorted image of the United States -- an image included in

all of this series of texts and which is verified by the comprehensive examination of Chinese textbooks conducted by Dr. Mae Chu-Chang.[1]

The majority of the content in the HIGH SCHOOL POLITICAL ECONOMICS is, in spite of the title, historical. The first reference to the United States recounts a then recent circuit court case in Virginia involving grave robbery where a son and daughter dug their father's corpse from the grave and knocked out the cadaver's teeth! They had learned that he had a secret code number referring to a large bank deposit engraved on one of his teeth. The text states: "Wasn't this news story a vivid, true picture of the materialistic interpersonal relationships which exist in U.S. capitalistic society." (2: 9, p. 68)

A subsequent section quotes a Japanese weekly as well as a book published for Chinese teachers with references from the 1970's showing comparative pay rates in different countries. Average wages are shown with the claim that even average wages in West Germany were less than half of those of U.S. workers and that while Japanese laborers gained far more than those in other less developed East Asian countries, even average Japanese earnings were but 28 per cent of those in America. (3: 5, p. 106)

Unemployment is the next topic that involves attention to the United States.

> "The problem of unemployment is not only a 'social' problem, but also a 'political' problem in the capitalist countries. Even after the end of World War II, the problem of unemployment has been worsening, instead of lessening. Before the 1970's, the unemployment rate in the major capitalist countries was not very high, except for U.S.A. But since 1970, the number of the unemployed has been increasingly sharply, triggering ever-worsening problems of unemployment. According to statistics issued by the International Labor Union, the problem of unemployment in the Western capitalist countries was very serious." (3: 8, p. 128)

In an accompanying table 1981 unemployment figures listed for the main capitalist nations show that only unemployment in the United Kingdom (10.1 per cent) was

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1. Chu-Chang, op. cit. p. 25.

greater than that in the United States (7.6 per cent). (3: 8, p. 129) In discussing the "unemployment security" or benefits in the nations of the world, the Western capitalist countries are revealed as being reluctant to grant such help and of not supplying enough benefits to even meet workers' basic living expenses. The United States is listed as providing only 4 per cent of its workers who are unemployed with monthly pay for a maximum of 9 months. (3: 8, p. 131)

The book now turns to an examination of world economic crises, including a lengthy treatment of the Great Depression of 1929-33. Previous contributing economic and political events are detailed as leading to a series of severe shocks for the entire capitalistic world, resulting in a total loss of $250 billion. Related tragedies are recounted. The West:

> "Destroyed a large quantity of surplus products due to lack of buyers. When the crisis occurred, a large amount of surplus products was stock-piled as high as a mountain, without any buyer in sight. At this time, the only solution the capitalist could think of was to destroy these surplus products. For example, in U.S., 1,040,000 acres of cotton were buried under the fields; 6,400,000 hogs were dumped into the Mississippi River; a large quantity of wheat and corn was thrown into the fireboxes of locomotive engines and burned into ashes; in Brazil, about 22,000,000 bags of coffee were dumped into the sea; in Denmark, 117,000 livestock were slaughtered. The rotten sickness of the capitalistic system was totally exposed in this crisis." (4: 3, p. 153b)

Decreases in industrial productivity are listed for Western capitalist countries and the value of that industrial productivity is shown as being worse in other capitalist countries than the drop of almost 54 per cent in America. So too are the figures presented for the decline in the rate of manufacturing factories in operation, only 42 per cent in the United States. "At the height of its crisis the rate of factories in operation for the steel industry was 15 per cent and 11 per cent for the auto industry." (4: 3, p. 153c)

One hundred and forty thousand American enterprises are reported to have closed or gone bankrupt, accompanied by great leaps in the number of unemployed.

> "During 1929-33, the total number of the unemployed in the capitalist nations reached 50,000,000 and the rates of unemployment ranged from 30 per cent to 50 per cent. In the U.S. the number of unemployed reached as high as 17,000,000 .....In addition, there were tens of thousands of semi-unemployed and tens of millions of farmers going broke." (4: 3, pp. 153e-154a)

The results of the 1929-1933 crisis period are next shown as including substantial decreases in the incomes of workers still employed. "In 1929 the average monthly wage for American workers dropped 35 per cent.....By 1933 the average monthly wage for workers dropped even as much as 55 per cent and the incomes of farmers also dropped more than half." (4: 3, p. 154b)

Further specifics are given on declines in heavy industry in Western nations. The United States is reported as having a drop in steel productivity down to its 1901 level. (4: 3, p. 154c)

All these conditions are shown as leading to tremendous hardships in the lives of workers in capitalist countries. An anecdote follows:

> "For example, during the period of economic crisis of the 1930's, a son of an unemployed American coal mine worker asked his mother, 'Mom, why don't you make a fire in such cold weather?' 'Because your dad is out of a job, we simply can't afford to buy some coal!' the mother said. Then the son asked, 'How did dad become unemployed?' 'Because of the over-supply of coal!' said the mother. This irony vividly illustrates that in a crisis, where there is an over-supply of coal on the one hand, there are also poor laborers on the other hand who can't afford to buy coal." (4: 3, p. 155)

The next treatment of the United States occurs in a review of economic crises developing between 1945 and 1975. Six crises are shown to have occurred in the United States, Canada, Japan, and in the Western European countries. "This phenomenon illustrates an unchangeable regularity that during the process of reproduction in capitalist societies an economic crisis will occur at certain intervals. So long as there is capitalism, there is always an economic crisis!" (4: 5, p. 165) Now, once again, unemployment data, productivity figures, and

decreased earnings are reported for the capitalist nations. These economic crises are shown as revealing the widening "class contradictions" within capitalist countries.

> "During the crises, the capitalists tried all means possible to transfer their financial loss to the proletariats and the laborers, inflicting upon them profound hardships and miseries. For example, during the 1974-75 economic crisis, the sharp increase of unemployment rates among the major capitalist countries was astonishing: the rate of increase in the U.S. was 125 per cent.....In 1975 alone, the total number of unemployed in these countries reached 15,000,000. A large number of workers lost their jobs, resulting in the deterioration of their living conditions. The standard of living of the working class also dropped drastically. To get out of the crisis and to offset their losses incurred during the crisis, the capitalists tried by all means at their command to exploit the workers." (4: 5, p. 167)

The next twenty pages are devoted to the rise, growing domination, and economic threats of trusts and monopolies. Beyond the machinations of the "economic oligarchies" and their misdeeds, the reader is presented with accounts and examples of the political controls, eventually extended on a world-wide basis, far beyond outright colonization, by the evolution of these "super monopolies" on a multi-nation front. The United States is used as the prime example to illustrate that during the period between the late 19th Century and the early 20th Century, one by one, all key industries such as oil, chemicals, metals, steel, telephone and telegraph, and others fell into the grasping hands of monopolistic trusts. The Mobil Oil Company is cited as the first such monopoly trust in America. "By controlling the vessels of national economy, 'monopoly' becomes the foundation of total economic life." (5: 1, p. 179b)

The text claims that presently the concentration of production and capital, as well as the degree of monopoly, continue to progress. It reports that the 200 largest companies in the United States had incorporated nearly 4,000 smaller concerns in the 20 years between 1948 and 1968, totalling "more than 50 billion

dollars incorporated." (5: 1, p. 180a) The table which follows provides an international example. (5: 1, p. 180b)

The Monopoly of Steel and Automobile Industries in Key Capitalist Nations (1976)

Country	Number of Big Steel Companies	Percentage of the Total National Steel Production	Number of Big Auto Companies	Percentage of the Total National Car Production
U.S.	5	58.5%	3	93%
U.K.	1	84.1%	4	90%
Japan	5	77.5%	10	99.2%
F.Ger.R.	4	59%	4	86.3%
France	2	71.6%	4	100%

The text now recounts the formation of a number of financial monopolies.

> "For example, at the end of the 19th Century and the beginning of the 20th Century, the American 'Oil Tycoon' J. D. Rockefeller (1839-1937) invested in the New York 'First National Bank,' and through which indirectly he invested in every sector of the economy. John P. Morgan (1837-1913), famous U.S. financier, united a number of industrial capitalists to set up a 'metallic trust' — the American Steel Company — and transferred a great deal of capital to other industrial sectors. (5: 2, p. 184a)

> "The economic vessels of the imperialist nations are under the control and manipulation of financial oligarchies. For example, in the U.S. the top ten financial groups — Rockefeller, Morgan, Bank of America, Chicago, First National, Mellon, Boston, Texas, Du Pont, Cleveland — control the economic vessels of the entire nation. In Japan, the six major financial groups — Mitsubishi, Mitsui, Sumimoto, Fuji, Matsuwa, and Darichi — rule entire Japan financially. (5: 2, p. 184b)

> "The Rockefeller financial group is currently the largest financial group in the U.S. and even in the world. It was estimated that Rockefeller's personal assets under the control of the Rockefeller's financial group valued 200 billion dollars. Its six biggest oil monopoly trusts had 581 branch companies throughout the world." (5: 2, p. 185)

The following long quotation explains the ultimate linkage between economic concentrations and politics, resulting in governments that the monopolies dominate.

> "The financial oligarchies have tried to rule nations through the bourgeois-controlled national regimes — by means of bribing government high officials and congressmen, appointing their confidents or even self-appointing themselves to the high posts in the government, and through their influence on national, foreign, and domestic policies. In 1949, a chief executive of Mobil Oil Company — a backbone of Rockefeller's financial group — proposed that 'the capitalists' home is in the government!' In order to achieve the direct control of the government, he even claimed openly that 'we should put our most talented personnel, individually or collectively, in the government's posts, high enough to alleviate our economic grievancies.' In reality, since the end of World War II the entire succession of (federal) governments are 'the government of well-to-do.' American presidents and their cabinet members are all agents of American financial groups. For example, President Eisenhower himself was an owner of a big farm, possessing assets of over $500,000, and his campaign was financially supported by the Rockefeller and Morgan financial groups. In his administration 150 out of 272 high officials were influential capitalists, and the rest (122) were bureaucrats, lawyers, military men, and politicians closely related to financial trusts. J. F. Dulles, then Secretary of State, was the former chairman of the Rockefeller Foundation; the Secretary of Defense was the former general manager of General Motors, owned by the Du Pont group; even financial tycoons such as J. F. Kennedy and Nelson Rockefeller got elected American president and vice president. All these are clear indications of direct and close relationships between financial groups and American politics. Just as Lenin once put it, 'These people are today's government officers and tomorrow's bankers; it is also quite possible that they are today's bankers and tomorrow's government officers.' Therefore, imperialism is an era of financial capitals and monopoly; imperialism also can be called a financial empire!" (5: 2, p. 186)

The book next gives attention to the expansion of monopolies on an international basis.

> "Through a large-scale export of capital, the excessive high profits of monopolizing capitalists greatly increased. In 1970 investment return rate within the U.S. was only 9 per cent, but the investment return rate in Asia, Africa, and Latin America reached 21 per cent, and the return rate for investment in the oil industry in the Middle East was as high as 79 per cent! Through the export of capital to the under-developed countries, the imperialists supported bureaucrat-compradores, hooked up into feudal forces, making them act for the interests of the capitalists, and who enslaved and ruled the people of the under-developed countries." (5: 2, pp. 187-88)

A case example is presented in tracing the growth of the American General Electric Company which "gained monopolistic control in North America in the early 20th Century" and its long struggle with the German electric trust for domination of the world electricity market. These groups are said to have reached an agreement in 1970 with General Electric "retaining the American and Canadian markets" and the German's "getting the market in Europe and Turkey." The book explains that "international monopolies are extensions of national monopolies, thus forming higher level 'super monopolies.'" (5: 3, pp. 190-191a)

The European Common Market is reported as a growing, cooperating, political-economic group but not as yet formed into an economic trust. Statistics are provided to reveal the strength of its ultimate GNP as well surpassing that of tne Soviet Union and about equalling that of the United States. (5: 3, p. 191b) It claims that after World War II the major capitalist nations and especially "the multi-national companies controlled by the United States" made great strides in extending their influences. "More and more, they controlled the production, transportation, trades, and finance of the post-war capitalist world and became a powerful force on the world stage." (5: 3, p. 192a)

> "According to the U.N. statistics, there were 9,481 multi-national companies in the whole world, and the total value of their production accounted for approximately one-third of the total value of production in the capitalist world. The annual revenue volume of Exxon - the world's biggest multi-national company owned by the Rockefeller financial group - exceeded Swiss' GNP. Exxon's overseas 'branch offices' do business in 25 countries, and have a revenue volume of 44.9 billion dollars, accounting for 50 per cent of the total revenue volume of the 25 countries combined, and reaping a high profit of as much as 52 per cent. The unprecedented rapid development of the multi-national companies reflects the demand for internationalization of production, and further illustrates the incompatibility between the private ownership of production materials and the development of productivity. This cannot but intensify the basic contradictions within the imperialism. (5: 3, p. 192b)
>
> "State-monopoly capitalism is the kind of capitalism in which the monopoly capitals and national regimes tie together.

> The rapid growth of state-monopoly capitalism is a remarkable phenomenon of contemporary imperialism. Take the U.S. as an example. In 1929 before World War II, the total assets of 'state-enterprise' was valued at only $59,000,000 (based on 1976 price). But it increased to $196,000,000 in 1949, increasing 233.9 per cent, and hit $400,000,000 in 1970. And substantial growth has occurred in recent years. The state-monopoly capitalism in other capitalist countries has also achieved a substantial degree of growth." (5: 4, p. 198)

Lastly, on this topic, the reader is asked to consider how, to gain high profits, monopoly trusts exploit cheap labor and sieze raw materials in colonies. The book does not differentiate between actual colonies, occupied territories, or areas of strong capitalist influence in the under-developed world. It states that in 1972 investment return within the United States averaged 10.8 per cent. "But the return of the same investment in Asia reached 43.9 per cent and hit as high as 119.4 per cent in the Middle East." It asks, since the same amount of investment in foreign lands can bring about ten times more profits than in the native land, what need is there for a company to try and raise its productivity and improve its technology? (5: 5; p. 202)

A brief world economic history from 1945 to the early 1980's follows. It reports in relation to the United States:

> "After World War II U.S. hegemony of the world was replaced by the contest for hegemony between the two superpowers — U.S. and U.S.S.R. The current major international conflicts such as Afghanistan civil war, Israel-Arab conflicts, and the war between Iraq and Iran were all agitated and manipulated by the two superpowers. (5: 7, p. 215b)

> "In the 1970's, the fortunes of the top 5 per cent richest families in the U.S. accounted for 40 per cent of the total national wealth, while the lower 50 per cent poor families possessed only 3 per cent of the total national wealth. The intensifying exploitation of the proletarians by the bourgeoisie class will inevitably lead to a revolt of the former against the latter." (5: 7, p. 215a)

These conditions are revealed as leading to vicious evils and severe limitations upon the freedoms of citizens in Western capitalist nations.

The book now reaches its climax and we include several direct quotations that well illustrate the content, approach, and emphases of the charges made in this concluding portion of the textbook.

> "After World War II the ruling body of the U.S. established a widespread network of secret agents. At one point the number of secret agents in all sorts of secret organizations engaging in covert activities reached more than 200,000. These secret agencies carry out surveillance over the masses, especially over the speech and activities of the liberal-progressive people. In some cases, the agents would even force them to submit to finger-printing. The secret agencies even support and tolerate the fascist organizations to engage in evil activities against the communists and the laborers. The monopoly groups also carry out fanatically the policy of racism within the U.S. Even up to the present, a substantial portion of the black people are deprived of their voting rights. Many black people were arrested indiscriminately and without due cause. Others were tortured or even got killed ruthlessly. As Lenin put it, 'In the era of imperialism the bourgeois class never hesitates to engage in all sorts of barbarous, cruel, and evil acts in order to prolong the dying slavery system of capitalism. (5: 6, p. 209)

> "Drug abuse is a widespread phenomenon in the entire capitalist world. According to some statistics, Italy has a population of 80,000 drug addicts; 90 per cent of them are adolescents. West Germany has 65,000 drug addicts. In 1979 alone, more than 600 persons died of overdose of heroin. In the U.S. the use of drugs has even become a way of life. Frequent users of drugs account for 17 per cent of the national population, costing the nation about 50 billion dollars each year. Gambling is also prevalent in the capitalist world, causing many people to go broke and resulting in numerous broken families and broken hearts. Some losers even pawn their wives or commit suicide to end their lives. (5: 6, p. 210)

> "In the Western world, erotic or sex-oriented plays, music, paintings, movies, and novels abound in the open markets. Under the poisoning of such licentious cultures, many people, especially the youth, have been left empty-spirited and aimless in their lives. With no future in sight, some have even stepped onto the road of no return. The cases of suicides have increased sharply. According to the 1977 official statistics, the number of persons committing suicide hit more than 30,000. In 1978, more than 900 followers of the creator of 'People's Holy Church' poisoned themselves to death, simply for the purpose of seeking a peaceful life in 'paradise.' (5: 6, p. 211a)

> "In the U.S. the high rates of crimes are even more horrifying. In 1980, there averaged one major crime in every two seconds in the U.S. In March, 1981, the heavily-guarded American President Reagan barely escaped a gun-shot by a terrorist under the bright sunshine!" (5: 6, p. 211b)

The harsh, foregoing indictments all carry some elements of truth. To what extent should and are our teen-agers be gaining a more balanced perspective than what is presented to Chinese youth? The dramatic social changes of our era indeed have serious economic bases and include important political implications that are challenges to objective as well as up-to-date textbooks. Previous examinations of national curricula and their textbooks have commonly revealed the extensive influence of nationalistic ideology, especially in history and social studies materials.[2] However, in our era of close international relationships all countries should strive towards an honest balance in the presentation of both negative and positive elements of schoolbook content.

Our translations provide an example of the serious implications for textbook authors, private publishers, and purchasers, as well as for governmental offices producing books. In the United States we have moved toward curricula and texts in a healthy direction from what was once a Pollyanna-like approach and a "U.S. can do no wrong" emphasis in depicting conditions affecting the nation. Nevertheless, there is also much value in helping our young people to better understand the views and the beliefs held in other societies and by foreign peoples about our country. Many Americans lack needed insights as to outside views about ourselves, our system, and the reasons for them.

School texts, of course, provide but one and probably, in many instances, less influence on attitudes than that provided by newspapers and the audio-visual media. Accurate facts, as well as knowledge of one another's opinions, in good schoolbooks remain important elements in sound education for our global age.

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2. See, for example, Richard E. Gross and David Dufty, editors, LEARNING TO LIVE IN SOCIETY: TOWARD A WORLD VIEW OF THE SOCIAL STUDIES, Boulder, Colorado: Social Science Education Consortium, Inc. & ERIC Clearinghouse for Social Studies/Social Science Education, 1980, 285 pages; social studies programs in twenty-two nations are summarized.

Citizens and groups in all countries, for example, are in dire need to better understand the complex religious, social, economic, and political factors involved in what may be called the "Middle East dilemma." No sound settlement of such affairs can be reached without adequate shared information about the different societies and countries involved. Certainly our schoolbooks should be better structured to bring more complete, balanced, and current presentations about such struggles than are now often found. Admittedly, this is a difficult demand but one that is essential in the long run so that peoples and nations can be helped to come to grasp the realities and necessities of global co-existence.

All of us concerned need to strive to the fullest extent possible to remove the overly nationalistic, one-sided, and biased statements that remain in numerous texts. With the growing and multiple international contacts that exist, future foreign texts, as well as our own, should no longer mirror the narrow and single-minded conclusion of this Chinese text.

> "We can firmly believe that 'the system of socialism possesses an incomparable superiority over the system of capitalism.' The Western world is not a 'heaven,' neither is the United States a land of 'hope and opportunity.' In the final analysis, socialism is a better social system than capitalism, and the socialist new China is the most lovable place to live on the earth!" (5: 6, p. 212)